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ABSTRACT

This report outlines and evaluates the 1992-93 accomplishments of the South Carolina Center for Teacher Recruitment and addresses future directions the Center and its programs will be taking. Following a historical overview and a profile of the South Carolina teacher, the main body of the document evaluates the following programs: (1) Minority Teacher Recruitment Partnership; (2) ProTeam Program (a middle level recruitment program to make minority students and young men aware of the skills needed to complete college and consider education as a viable career option, and to expand the pool of minority and male teachers); (3) Crossroads Summer Institute (gives information about preparing for high school and college; (4) Crossroads Mentor Program; (5) Summer Teacher Careers Institute; (6) Teacher Cadet Program (encourages academically able students who possess exemplary interpersonal and leadership skills to consider teaching as a career; (7) College Helpline (works with students in the Teacher Cadet Program who need help getting into college; (8) South Carolina Teacher Forum (recognizes state and district teachers of the year); (9) Job Bank; and (10) EXPO for Teacher Recruitment (matches teachers with school districts). ProTeam and Teacher Cadet sites, the Center's year end financial statement, and the 1992-94 budget complete the document. (LL)

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ED 364 504

92-93

Annual Report

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S C C T R

South Carolina Center For Teacher Recruitment

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1992-93 Accomplishments

1. Developed a regional service delivery model to be implemented in 1993-94
2. Held regional meeting for Teacher Cadet and ProTeam teachers in the Pee Dee area
3. Hosted second ProTeam Curriculum Conference
4. Hosted sixth Teacher Cadet Curriculum Conference
5. Made presentations at numerous conferences across the nation including Recruiting New Teacher's first national conference
6. Had article about the Teacher Cadet Program and the Teacher in Residence program published in *Educational Leadership*
7. Had article about the Teacher Forum published in the *Palmetto Administrator*
8. Hosted two Teacher Forum Conferences
9. Hosted Teacher Cadet Student Delegate Conference
10. Hosted three ProTeam Regional College Days
11. Made at least one site visit to each ProTeam and Teacher Cadet site
12. Published four newsletters quarterly
13. Conducted Winthrop/Olde English Minority Recruitment Forum
14. Answered over 2,000 EXPO telephone inquiries
15. Served on Morgan State University/DeWitt Wallace National Advisory Board
16. Conducted ProTeam Parent Component Workshops
17. Conducted Teacher Cadet New Teacher Training
18. Conducted ProTeam New Teacher Training
19. Hosted out-of-state visitors
20. Revised ProTeam curriculum
21. Formulated additional selection criteria for the ProTeam Program
22. Revised Teacher Cadet curriculum
23. Hosted Teacher Forum Advisory Meetings with Dr. Nielsen
24. Monitored budget
25. Submitted quarterly budget report to CHE
26. Continued technology partnership with IBM
27. Had technology presentations at Seabrook Conference and Student Delegate Conference
28. Wrote new curriculum activities that included technology
29. Co-authored a grant to the U.S. Department of Education to encourage minority students to become teachers
30. Conducted numerous workshops, meetings, and conferences on the College HelpLine Program.
31. Developed ads about the College HelpLine Program and placed them in high school newspapers
31. Worked with Big Brothers/Big Sisters to establish a mentorship program
32. Developed club curriculum for former ProTeam students and other high school students to be implemented on the high school level in 1993-94
33. Worked with various organizations, including the Pentagon and the Governor's Office, to assist retiring military to transition into the teaching profession
34. Hired a professor in residence for the 1993-94 school year

Introduction

A major goal for 1992-93 for the South Carolina Center for Teacher Recruitment staff members was to enhance the methods of tracking former students who participated in the Teacher Cadet and ProTeam Programs. At the end of the 1992-93 school year, almost 13,000 students had completed one of our programs to recruit teachers for South Carolina's classrooms.

"What is Quality? Quality is never an accident, it is always the result of high intention, sincere effort, intelligent direction, and skillful execution. It represents the wise choice of many alternatives."

Author Unknown

Even though four or more years have passed since their completion of the Teacher Cadet program, former Cadets indicated on a recent survey conducted by the South Carolina Educational Policy Center the profound influence the program had on them. A number of these students have been named Teacher of the Year their first year in the classroom and several others have won the prestigious Sally Mae award for first year teachers. Fifteen percent of the former Cadets surveyed indicated that they changed to teaching after entering college as a direct result of their experience in the Teacher Cadet Program. Two former Teacher Cadets will be teaching the Cadet program beginning this fall.

The rest of the country serves as a control group for the success of the Teacher Cadet Program. Other states are not increasing the number of bright students and minorities entering the teaching profession at the same rate as South Carolina. Numerous other states are looking to South Carolina as the leader in the field of teacher recruitment. We are continually held up by the DeWitt/Wallace-Reader's Digest study and those who have replicated our programs as the most comprehensive teacher recruitment program with annual evaluation data to prove our success. The surveys and interviews of former Cadets demonstrates the profound impact the Teacher Cadet Program had on their decision to teach.

Former ProTeam students have now reached the age where they are eligible to participate in the Teacher Cadet Program. The database created at the Center will enable us to track these students into the Cadet program and on into the teaching profession. Two former ProTeam students participated in the Summer Teaching Careers Institute this past summer.

The most important part of the mission of the Center is to provide quality teachers for the school districts of South Carolina. Teaching is an increasingly difficult job that requires enormous skill and knowledge to be successful. As society becomes more complex, it is imperative to have problem solvers and decision makers working on the front line with students. The average SAT score of Cadets continues to be almost 1,000 — over 150 points higher than the state average and almost 100 points above the national average. The leadership skills of teachers will continue to grow as schools move toward site based management and the recognition of the value of input from teachers grows. In order

for reform to take place, teachers must be at the helm of and have ownership in the reform movement.

South Carolina continues to be challenged by the need to recruit teachers for the hard to fill subject areas. This need is complicated by the fact that 68 out of 91 school districts are considered "rural," and, their rural designation makes them eligible to hire teachers who are paying back the South Carolina Teacher Loan. The most disturbing fact is that the colleges and universities continue to accept and graduate students who become certified in areas with a large surplus. In 1991-92, approximately 1100 of the 1779 graduates from South Carolina colleges and universities were elementary education majors. Another startling example is that only 53% of all teachers who have current, valid certificates in social studies are employed in the state's public schools. Some of our problems could be dealt with if colleges and universities were more familiar with the supply and demand data available and better counseling of students continued after high school. The supply and demand data should be used to determine the programs added and cut in the schools of education in this state. Furthermore, the critical shortage area designation needs to be carefully examined. None of the areas have been removed since the list was originally created in 1985, and it appears that very little data is used when making the determination of which areas to include on this list. It will take schools of education and policy makers working with the Center to accomplish our goals. Strengthening our relationship with schools of education is one of main goals for 1993-94.

The turnover rate of teachers has declined in the past few years due to the recession and other factors. As a result, not as many teachers have been hired. The importation of teachers from other states should begin to decline as the schools of education in South Carolina produce more teachers of quality and in the fields of certification needed by the school districts. Placement of teachers, especially former Teacher Cadets, will be a major focus for the Center in the upcoming years.

The lack of increase in funding has forced us to "rob Peter to pay Paul" and to be more creative in our approach to providing services to our clients. Beginning in 1993-94, the teachers in residence will provide technical assistance and on-site support to all programs sponsored by the Center for a designated region of the state. This service delivery model will help foster the relationships between programs and strengthen the continuum in place to move students through the pipeline of teacher recruitment.

I am grateful to the staff at SCCTR and the teachers in our network for their hard work and dedication to our mission of recruiting teachers. They continue to be the strength and the reason for the productivity and success that we enjoy. I hold each staff member in the highest esteem and treasure the talents and skills they bring to the Center. I am also thankful for the support, time, and encouragement given to me and the staff from the Policy Board.

As we begin the 1993-94 school year, we do so with the great loss of our colleague and friend, Chas Harmon. Chas' talent as a graphic artist helped us create the image of who we are and how we present our mission to the world. The ProTeam logo that he designed brought him, as well as the Center, honor and recognition. It was also Chas' creative talent that developed the Teacher Forum and College HelpLine logos. Chas ended his three-year bout with cancer in August 1993. He will be sorely missed and long remembered for his work and the example of living he set for us all.

Teacher recruitment is more than just numbers. It is the challenge of creating a pool of qualified, skilled, professionals who can reach the next generation.

Janice Poda, Director *August 1993*

1992-93 South Carolina Teacher Recruitment Task Force

(Policy Board members in boldface)

Mr. Joseph C. Bonds, *Chairperson*
York District Four Superintendent
S. C. School Administrators Association

Dr. Thomas McDaniel, *Vice Chairman*
Dean of Arts and Sciences
Converse College

Dr. Evelyn Berry
SC School Boards Association

Dr. Bobby Brisbon
Chair, Department of Education
Morris College

Ms. Dawn Busa
SC Association of School Personnel Administrators
School District of Fairfield County

Ms. Jessie Chandler
S.C. Education Association

Dr. Don Clerico
School of Education
Charleston Southern University

Dr. Thorne Compton
Humanities & Social Sciences
University of South Carolina

Dr. Suzanne Cornier
School of Education
Coastal Carolina University

Dr. Frances Courson
School of Education
College of Charleston

Mr. Lee Crawford
Carolina Power and Light
Florence, SC

The Honorable Warren Giese
The Senate of South Carolina

Dr. Patricia L. Graham
Associate Dean, School of Education
Winthrop University

Dr. Elizabeth Gressette
Executive Director
Palmetto State Teachers Association

Dr. Stephanie Hewett
Department of Education
The Citadel

Dr. Henry Hollingsworth
Chair, Department of Education
Erskine College

Ms. Karen Horne
Director, Division of Education
Governor's Office

Dr. Ted Jennings
Chairman, School of Education
Central Wesleyan College

Ms. Margaret Jennings
Northwestern High School

The Honorable Herbert Kirsh
The House of Representatives

Dr. Elmer Knight
Teacher Education & Certification
S. C. Department of Education

Mr. William H. Knight
Director of Teacher Education
Benedict College

Dr. Nancy S. McCutchen
Director of Teacher Education
Columbia Bible College

Mr. Gus Metz
Milliken & Co.
Spartanburg, SC

Dr. Gail Morrison
Academic Affairs
Commission on Higher Education

The Honorable Kay Patterson
The Senate of South Carolina

Dr. R. Ken Peden
College of Education
Clemson University

Dr. Kent Phillips
Presbyterian College
Clinton, SC

Dr. Catherine Richard
Chairperson, Department of Education
Newberry College

Ms. Jackie D. Roark
Director of Admissions
Lander University

Dr. Karen Robertson
Acting Dean, School of Education
USC – Spartanburg

The Honorable Timothy Rogers
The House of Representatives

Dr. Joseph Rubinstein
Chairman, Department of Education
Coker College

Dr. Thomas W. Sills
Chairman, Division of Education
Francis Marion University

Dr. Earline Simms
Dean of Education
South Carolina State University

Mrs. Jeanne Sink
1992 South Carolina Teacher of the Year
Charleston, SC

Ms. Joyce Singleton
South Carolina ProTeam Program
McCants Middle School
Anderson, SC

The Honorable Elsie Rast Stuart
The House of Representatives

Dr. Rebecca Swanson*
Chair, School of Education
Columbia College

Mrs. Barbara Thomson*
South Carolina Teacher Cadet Program
Richland Northeast High School

Mr. William Timberlake
Retired Businessman
Hartsville, SC

Mrs. Nancy Townsend
1991 SC Teacher of the Year
Florence, SC

Dr. Herb Tyler
Chairman, Department of Education
Furman University

Dr. Tim Watson
Chairman, Elementary Education
Bob Jones University

Ms. Kathleen Whay*
South Carolina ProTeam Program
Colleton Middle School

Dr. Ann Wyatt
School of Education
Limestone College

* elected to the Policy Board in March 1993

1992-93 SCCTR Staff

Janice Poda
Director

Rita Stringfellow
Assistant Director

Jackie Stanley
Minority Recruitment Coordinator

Rose Etta Schumacher
Beth Havens
Teacher Cadet Teachers in Residence

David Norton
College HelpLine Teacher in Residence

Malinda Taylor
Cleo Richardson
ProTeam Teachers in Residence

Dodie Magill
1993 South Carolina Teacher of the Year
Teacher Forum Teacher in Residence

Harriet Reeves
Business/Operations Manager

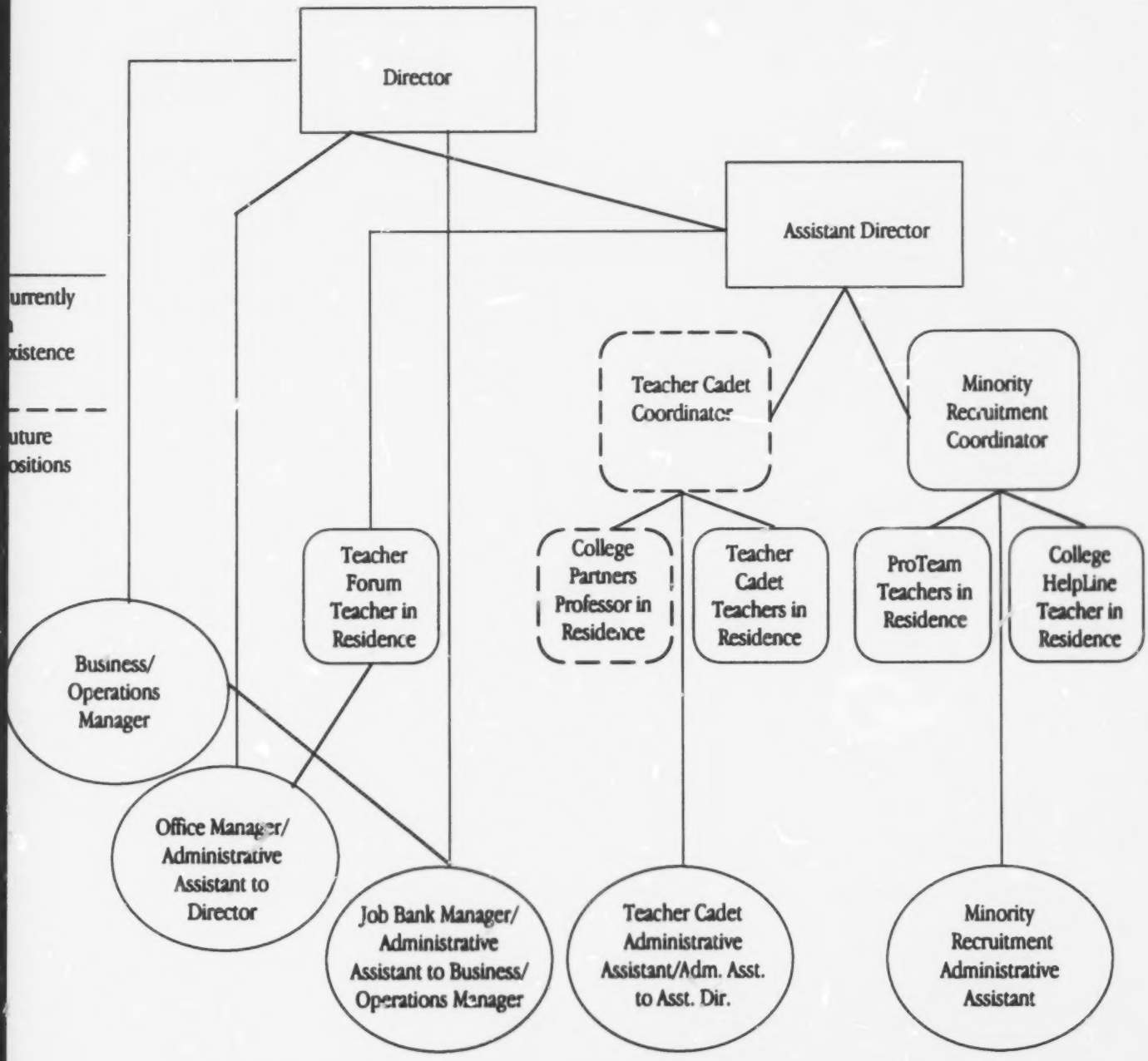
Sandi Everson
Office Manager

Debbie Brock
Job Bank Manager

Martha Kennedy
Teacher Cadet Administrative Assistant

Tammy Gillett
Minority Recruitment Administrative Assistant

1992-93 SCCTR Organizational Chart



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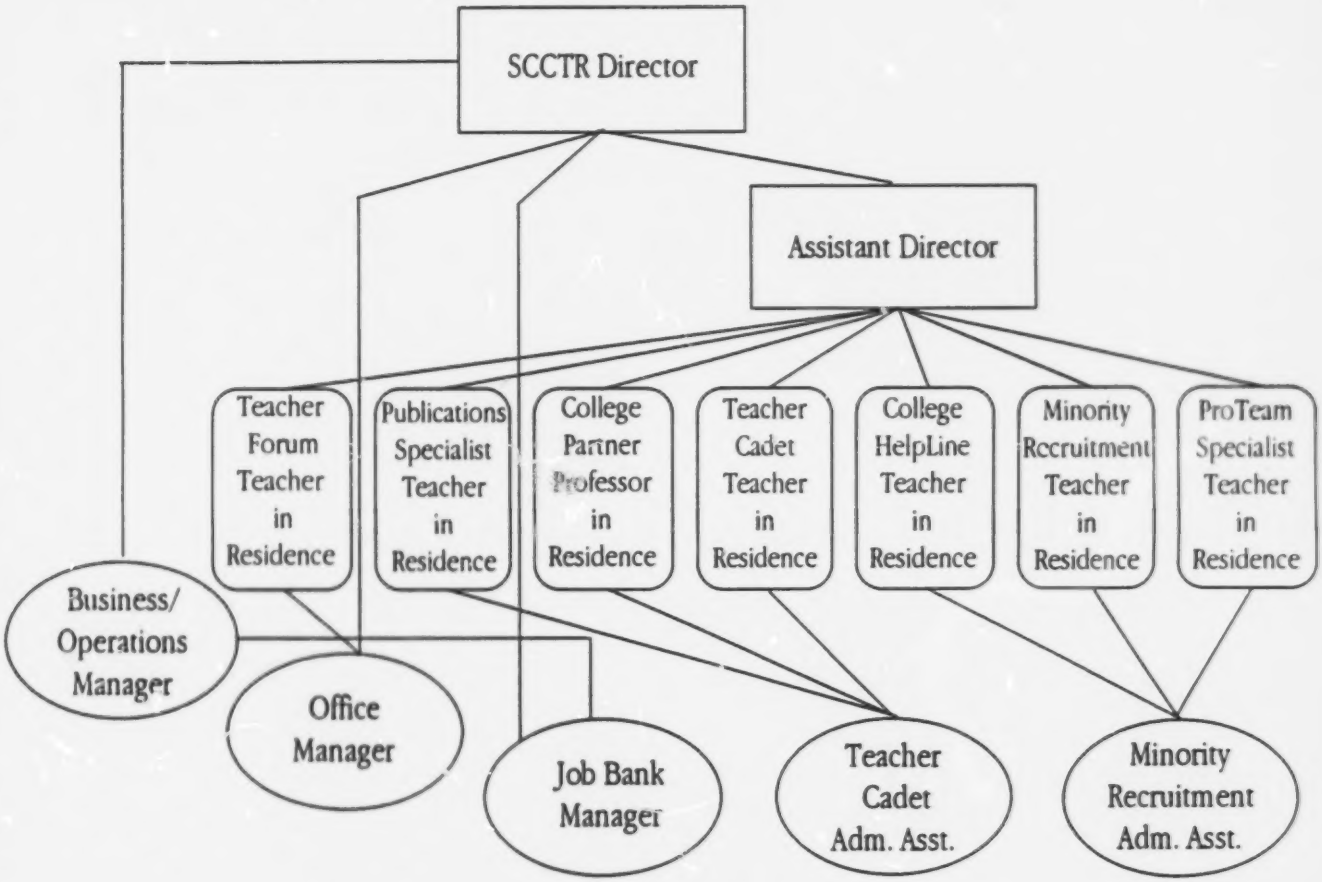
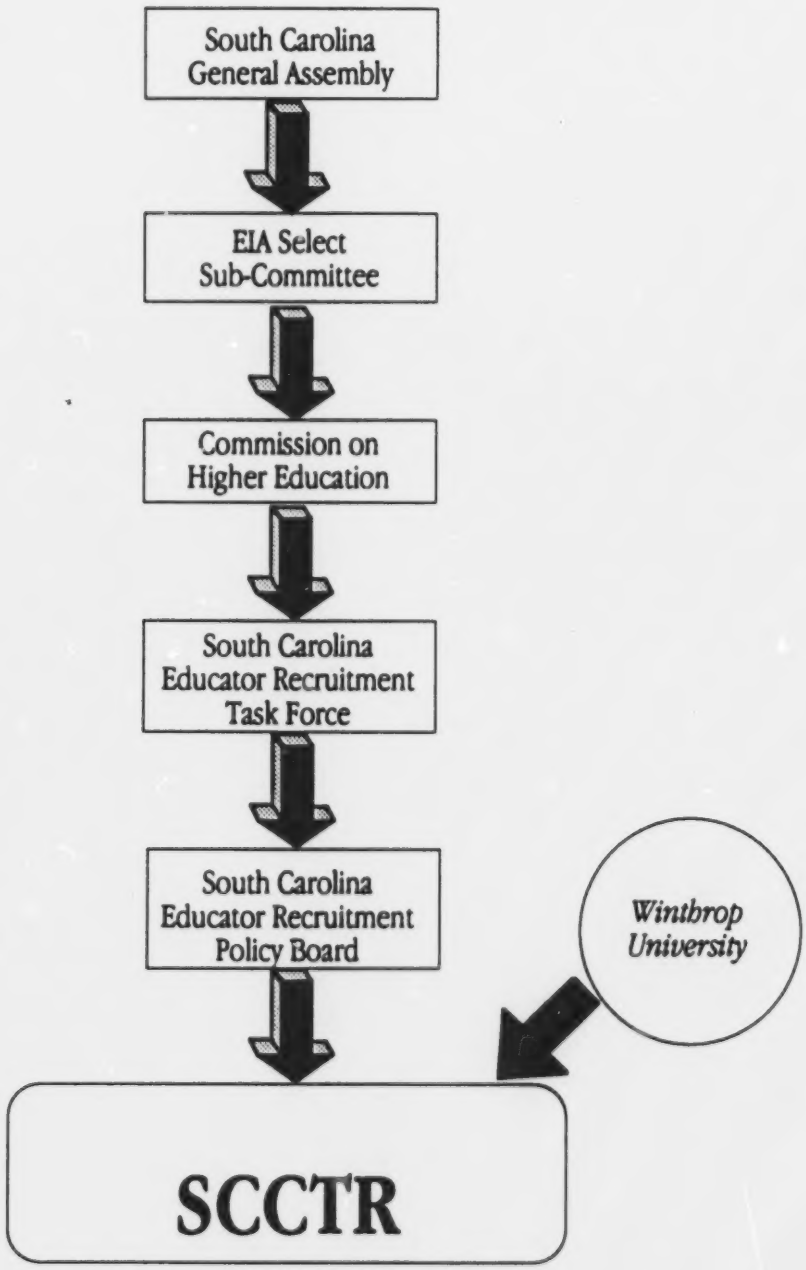
1993-94 SCCTR Organizational Chart

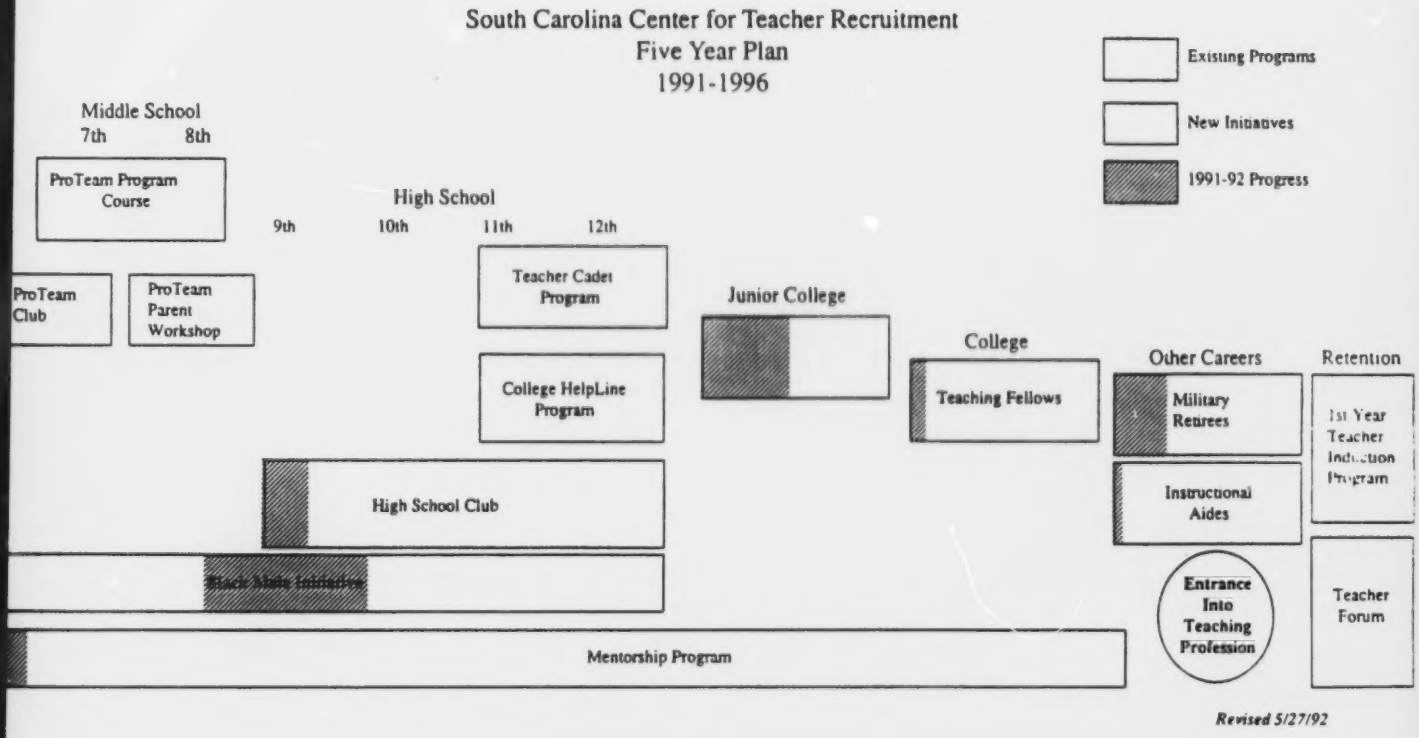


August 1993

Governance of SCCTR



Schematic of Five Year Plan



Five Year Plan

Revised August 1993

1993-94 Goals

I. Ensure solide programs with clear guidelines and effective support mechanisms.

A. Hold a successful Mega Conference and accomplish goals

B. Enhance training of teachers and students through curriculum and other activities.

C. Teacher Forum

1. Develop Teacher Forum resource network (database).

2. Have greater impact by having a Teacher Forum communication network. (i.e. Quest)

3. Connect local forums to each other, to the state forum and to the center through a program agreement and support

4. Educate all SCCTR staff on TF goal and function

5. State Forum to serve as a model for nation.

B. College Partnerships

1. Inform and involve support all 28 Teacher Education programs in Center programs

2. Support college partners' relationship with high school sites. (Improve service and relationship).

C. Teacher Cadet

1. Increase minority and male enrollment.

2. Explore regional student delegate conferences

3. Increase awareness of TC program.

D. Pro Team

1. Increase awareness of PT program.

2. Increase PT prospects based on location, ethnicity, males, and TC connection.

3. Further clarify goals of ProTeam and strengthen teaching component.

4. Ensure that the program is a model for Middle School restructuring.

E. College HelpLine-Increase scope of services to increase number of students impacted through:

1. More scholarship information.

2. Increased awareness.

II. Use Regional Service Model to increase direct assistance and connections of all programs and sites.

A. **Increase the number of students impacted by SCCTR.**

B. **Have more of SC's population know, support,** and benefit from the Center.

C. Help create consensus of all programs (major players) served by SCCTR.

D. Use the media to help change the public's perception of the teaching profession.

E. Develop a plan to recruit new sites for all programs.

F. Publicize availability of Job Bank to SC teachers.

G. Maintain positive and professional service.

H. State TOY - Target areas where most impact on most people.

I. Facilitate efforts of State TOY to serve as an ambassador for the teaching profession.

J. Work as a team for center goals. Not just by programs.

III. Ensure financial aid and stability.

A. Secure funding from private sector.

B. Clarify procedures for conducting out-of state training.

C. Budget that balances at the end of the year.

D. Streamline budget to get more for the money.

E. Capitalize on revenue potential through t-shirt sales.

F. Complete and submit grant to retain teachers.

IV. Establish a system of on-going research and evaluation to ensure quality programs and products.

A. Enter all former and current students into database.

B. Develop a method for determining placements of teachers served by the Job Bank.

C. Use data/research to continue to restructure and support needed program changes.

V. Develop a Marketing Plan

A. Develop marketing campaign to advertise teaching opportunities in rural school districts.

B. Have more of SC 's population know, support, and benefit from the center.

C. Use the media to help change the public's perception of the teaching profession.

D. Better communications with policy makers about supply and demand needs.

E. Secure funding from private sector.

F. Publicize availability of Job Bank to SC teachers.

G. Develop a method for determining placements of teachers served by the Job Bank.

H. Clarify procedures for conducting out-of state training.

I. Develop marketing campaign to market products (PT,TC, etc.)

Program Evaluation Plan

Teacher Cadet

The Teacher Cadet Program (TCP) Study for 1993-94 will include the following:

• **Survey of 1993-94 TCP Classes.** All students who participate at each of the 130 TCP sites in 1993-94 will be administered a pre and post survey. The pre-survey will collect name, school, social security number, gender, ethnic origin, and career choice data only. The post-survey will collect career choice, subject/grade level if planning to teach, SAT scores, college choice (using SAT college codes) and whether the Cadet was in ProTeam.

• **Survey of Teacher Cadet Teachers.** All Teacher Cadet teachers will be surveyed at the end of the Teacher Cadet Program. A new instrument that has fewer questions will be developed in collaboration with the staff from SCCTR and the SC Educational Policy Center.

• **Survey of College Partners.** All deans and faculty members who are involved in the College Partnership component of the Teacher Cadet Program during 1993-94 will be surveyed at the end of the school year. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

• **Interview with Former Cadets.** At college campuses around the state (i.e., Winthrop, University of South Carolina, Francis Marion, Clemson, or College of Charleston) focus group interviews will be conducted in order to interview former Cadets who are currently attending college. The protocol for the focus groups used in past studies will be revised in collaboration with the SCCTR staff and the SC Educational Policy Center.

• **Survey of Former Cadets Who Are Currently Teachers.** The SCCTR will update the list of identified former Cadets who have received teacher certification in South Carolina. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Education Policy Center. In addition, telephone interviews, focus groups, and/or case studies will be conducted on former Cadets who are now teaching. Additional attempts will be made to analyze the college and career paths pursued by the former Teacher Cadets. South Carolina will participate in a national study of first year teachers by replicating the SASS study.

ProTeam

The ProTeam study for 1993-94 will include the following:

• **Survey of 1993-94 ProTeam Classes.** All students who participate in the ProTeam Program during the 1993-94 school year will be administered a pre and post survey. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

• **Survey of ProTeam Teachers.** All ProTeam teachers will be surveyed at the end of the 1993-94 school year. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

• **Interview with Current ProTeam Students.** At eight to ten schools five students will be randomly selected for interviewing. The eight to ten sites will be selected in such a way that they will represent a cross section of old and new programs, programs of different lengths (semester and year long), and different geographical settings (urban, suburban, and rural). The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

• **Interview with ProTeam Teachers.** The ProTeam teachers in the eight to ten sites selected above will also be interviewed. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

• **Interview with Administrators.** The administrators in the eight to ten sites selected above will also be interviewed. The survey used in past studies will be revised in collaboration with the staff at SCCTR and the SC Educational Policy Center.

College HelpLine

The College HelpLine Program will be studied on an every other year basis. A study of the College HelpLine Program was conducted in 1992-93; therefore, the next study will be conducted in 1994-95.

External Evaluation

An External Evaluation of all programs and operations of SCCTR will be conducted every three years. A study was conducted in 1992-93; therefore, the next external evaluation will be conducted in 1995-96.

Recommendations From External Evaluation

Conducted by Dr. Robert Shoenburg - May 1993

The Center as a whole was evaluated by an out-of-state consultant, Dr. Robert Shoenburg, during May of 1993. Dr. Russell French of the University of Tennessee evaluated the Center and its programs during the spring of 1991. At the recommendation of its oversight agency, the Commission on Higher Education, the Center staff developed a list of possible external evaluators and presented the list to the Policy Board for approval. The Policy Board rank ordered the list, and Dr. Shoenburg was awarded the contract for the external evaluation.

The External Evaluation for 1992-93 covered all programs and operations of SCCTR and included the following elements:

- Determination of program effectiveness and diversity.
- Determination of program efficiency.
- Determination of program needs.
- Determination of whether there is program duplication between the Center and the other two institutions of higher education currently dealing with teacher recruitment.

Two data collection methods were used to conduct the study. First, the investigator read all available documents on the programs sponsored by the Center including previous annual reports. Second, the investigator spent three and one-half days in South Carolina conducting interviews.

The Center staff received a preliminary report from Dr. Shoenburg in the summer of 1993. A committee composed of members of the Policy Board will work in collaboration with the Center staff to develop a response to Dr. Shoenburg's recommendations.

Recommendation 1: SCCTR should develop a statement defining its vision of itself in five years.

Recommendation 2: The Policy Board should take the lead in developing the vision statement referred to in Recommendation 1. It should also be more active in the priority setting process.

Recommendation 3: The Center should increase its activity in pursuing non-state sources of funding for new programs.

Recommendation 4: The Center should give special attention for the next couple of years to strengthening relationships with colleges and universities.

Recommendation 5: SCCTR should use its experience with the curriculum and instructional strategies of the Teacher Cadet Program to develop activities that will improve pre-service teacher education.

Recommendation 6: The established programs of the Center should have comprehensive evaluations no more often than every second year. Evaluations of particular aspects of the programs should be conducted in the intervening years only to the extent that they will provide useful management data. Every third year is sufficient for evaluation of the SCCTR as a whole.

Background

Structure

South Carolina is a national leader in the movement to improve public education. As evidence of the state's commitment to its 628,476 public school students, the General Assembly and taxpayers of South Carolina have invested nearly 2.2 billion since 1985 in one of the most highly regarded school reform efforts in the nation — the Education Improvement Act.

In 1989 the General Assembly passed a new package of school improvement programs – "Target 2000" – which represents an ambitious effort to move beyond the basic gains of the EIA toward a time when South Carolina's educators at the local level have a great deal to say about the way teaching and learning will take place in their individual schools.

The most recent sweeping reform was passed in the spring of 1993 – the Early Childhood Development and Academic Assistance Act. The Act provides an emphasis on early childhood development and academic assistance for students in the early grades. Shifting $95 million in state funding toward kindergarten through 3rd grade, the Act also requires a coordinated plan for 3 and 4 year olds and a parenting education/family literacy program, as well.

In order to benefit fully from these investments, South Carolina must have an adequate pool of quality teachers available to staff its public school classrooms. Based on the premise that true reform begins in the classroom, the South Carolina Center for Teacher Recruitment is an aggressive effort by the General Assembly, the state's public and private colleges and universities, and the state public school system to recruit a new generation of academically-able classroom teachers.

In 1992-93, the South Carolina Educator Recruitment Task Force, which oversees the Center, included representatives from 26 colleges and universities, state education agencies, professional education associations, the Legislature, and private businesses and industry. Changes in the by-laws in 1991 now allow the Task Force to select a Policy Board of 15 members to direct the Center's activities. Five legislators, a representative from the governor's office, and a representative from the Commission on Higher Education serve as *ex-officio* members of this Policy Board.

By mutual agreement of the Task Force members, the Center is housed at Winthrop University which provides financial services and fiscal accountability for the Center. The Center's financial records are audited by the same procedures used by Winthrop University and authorized by the state of South Carolina. All purchasing procedures are carried out in accordance with the South Carolina Procurement Code.

The Center is not a Winthrop program in the sense that the university does not set its policies or approve its program budget. The Center reports annually to the state Commission on Higher Education, through which the Center's EIA-based appropriations flow. The Commission is charged with monitoring the effectiveness of the Center and two other programs which receive teacher recruitment

funds — Benedict College and South Carolina State College. Under the Commission's leadership, these three organizations have formed the South Carolina Minority Teacher Recruitment Partnership to pursue their joint goals.

Provisos in the General Appropriations Act give program and budget review authority over the Center (and other EIA programs) to the Commission on Higher Education. Budget review authority is also given to the General Assembly's Select Committee on the Education Improvement Act.

History

In 1984, following the passage of the Education Improvement Act, a group of state leaders concerned about the condition of South Carolina's teacher supply pool organized an Educator Recruitment Task Force to study the problem. The Task Force decided that funds were needed to support a teacher recruitment effort that would complement the school improvements called for in the EIA.

At the urging of Task Force members and with support from concerned members of the House and Senate, the Legislature earmarked $236,000 for teacher recruitment projects in the 1985-86 fiscal year. The S.C. Commission on Higher Education received the funds and invited higher education institutions and others to submit proposals.

The Task Force submitted a successful proposal to use the $236,000 to begin a centralized teacher recruitment effort, to be known as the South Carolina Center for Teacher Recruitment. The Task Force accepted an invitation to house the Center at then Winthrop College, with the understanding that the Center would serve the entire state. (Winthrop continues to provide fiscal and personnel services to the Center.)

The Center became fully operational in February of 1986 when John Norton was named the first director. During the 1985-86 legislative session, the South Carolina General Assembly established a regular appropriation for the Center for Teacher Recruitment, using funds generated from the EIA sales tax. The appropriations are channeled through the Commission on Higher Education to SCCTR's fiscal agent Winthrop University. Janice Poda was named the Center's second director in May 1990.

Budget

In FY 1986-87, the Center received a line item appropriation of $260,000. A budget proviso earmarked $24,000 of this sum for research at Benedict College into recruitment strategies that might increase the supply of minority students in rural school systems.

In FY 1987-88, the Center's line item appropriation increased to $540,000. Of this amount, the Center received $360,000 for its own operations — a $124,000 increase over '86-'87. The additional funds allowed for the expansion of the Teacher Cadet program, the addition of a second teacher in residence position, and expansion of the Center's Teacher Job Bank. A budget proviso directed the Center to distribute the additional $180,000 in its line item evenly between Benedict College ($90,000) and South Carolina State College ($90,000) "... to be used by both colleges only for minority teacher recruitment programs."

For FY 1988-89, the Center received operational funds from the Education Improvement Act in the amount of $370,000 — a $10,000 increase over 1987-88. The additional funds covered cost-of-living increases for employees and provided a small fund to increase Teacher Cadet sites. By reducing expenses and cutting back in program areas that had proved less productive, the Center was able to add 20 new Teacher Cadet sites for the 1988-89 school year for a total of 74 high schools served at 70 sites.

A proviso in the 1988-89 budget act authorized the S. C. Commission on Higher Education to

distribute to Benedict and South Carolina State colleges the $180,000 in minority teacher recruitment funds contained in the Center's line item. Several efforts to move these funds into a separate line item have been unsuccessful, but it is important to note that the Center does not receive or distribute these funds, although they do appear in the Center's line item in the state budget.

In the 1989-90 fiscal year, the Center received an increase of about $150,000 in its operating budget, bringing the total to $520,896. The Center invested these funds in an expansion of the Teacher Cadet Program and added a staff coordinator for the statewide program. SCCTR began pilot programs in three areas: minority teacher recruitment for middle school students (ProTeam), minority college counseling (College HelpLine), and national recruiting (Job Bank). The Center also undertook sponsorship of the Summer Teaching Careers Institute for rising high school seniors.

The budget for the 1990-91 fiscal year was increased to $753,396 which allowed the Center to double the size of the ProTeam Program, bringing the total sites to forty-four. An additional teacher in residence was added to work with the program. Ongoing interest in the Teacher Cadet Program expanded the program to 113 high schools, an increase of thirteen additional sites. The minority college counseling program, College HelpLine, was enhanced by adding a teacher in residence with this program as her primary responsibility. Two new clerical support staff members were added to assist with the expansion of the Center's programs.

An increase of $133,000 brought the budget for the Center for 1991-92 to a total of $886,396. This increase in funding allowed the Center to offer a residency to the South Carolina Teacher of the Year for him or her to be able to carry out the duties inherent with the title and to support the teacher recruitment efforts of SCCTR. The increase was also used to add eight additional Teacher Cadet sites for a total of 121, and to increase the number of ProTeam sites from 44 to 54 middle schools. In addition, the Center started a new initiative for black males, the Crossroads Summer Institute.

The budget for the 1992-93 fiscal year remained at $886,396. The effects of the recession and Hurricane Hugo continued to plague the state budget. With frugal steps, the Center made minimal expansion in the Cadet and ProTeam programs.

Continued level funding of $886,396 is the appropriation for SCCTR for the 1993-94 fiscal year. Another tight budget year has caused the Center as well as other education agencies to look for creative methods to fulfill its mission. With cutbacks in advertising and a realignment of the service delivery model to Teacher Cadet and ProTeam sites and local Teacher Forums the Center will be able to increase the Cadet sites to 130 and maintain the ProTeam sites at 55 for the 1993-94 school year.

The Need for the Center

While South Carolina has not yet experienced a general teacher shortage, our state is experiencing shortages in a number of specific areas:

Rural - Rural schools continue to have difficulty locating an adequate supply of teachers in many disciplines. As a result, rural school administrators are often forced to hire individuals of poor or mediocre quality, or they are forced to ask teachers to teach out-of-field. In a 1987 Center survey of rural superintendents, about half of those responding ranked the pool of candidates available for hiring as "poor" in at least one certification area. While the rural teacher supply has shown signs of improving as more young teachers are attracted from out-of-state, rural schools continue to suffer high turnover which weakens the stability of the system. A sustained, long-term effort supported by SCCTR is necessary in order for such districts to "grow" more of their own teachers.

Minority - In 1974, 30.5 percent of the state's public school teachers were black, while 38 percent of the student body was black. By 1992, the percentage of black students rose to 43 percent, while the share of minority teachers dropped to less than 19 percent. This drastic decline in minority teachers means fewer black role models for young students and less input into education policy from the black community. On a positive note, 1991-92 was the first year since 1987-88 that there was an increase in the percentage of minority teachers entering the teaching profession in South Carolina.

Graduates Receiving Bachelor's Degrees in Education from SC Schools

Year	Total	Black	% Black
1986-87	1424	187	13
1987-88	1358	169	12
1988-89	1433	132	9
1989-90	1532	155	10
1990-91	1596	157	10
1991-92	1779	194	11

Male - Across the United States in 1992, more than 30 percent of public school teachers were male. In South Carolina, fewer than 17 percent were male. Of the 194 minorities who graduated with degrees in education in 1991-92, only 28 were black males. Feelings are mixed among educators on the need for a more visible male presence in the public schools at the instructional level; however, most educators agree that a need exists.

Specialty Areas - South Carolina has significant shortages in a number of certification areas including special education, speech clinicians, foreign languages, mathematics, chemistry, physics, home economics, and library sciences. These shortages, as well as industrial technology and art, have been declared "critical" by the State Board of Education.

Overall Quality - While efforts like the Education Improvement Act and programs of the Center are beginning to attract more young people and adults into teaching, there is evidence to suggest that the pool of individuals from which our teacher trainees are drawn contains many students who are weak academically. Despite a significant increase of nearly 70 points in the average SAT score of entering teacher education majors, the average in 1992 was still only 808 – twenty-three points below the average for all South Carolina students.

Since the South Carolina Center for Teacher Recruitment was established in 1986, the states of Florida, Oklahoma, Georgia, Virginia, Maryland, and North Carolina have created similar programs. Most other states in the Southeast now have plans underway to establish teacher recruitment programs, increasing the need for South Carolina to take aggressive action to remain competitive in the teacher recruitment field.

Independent Evaluation

The South Carolina Center for Teacher Recruitment is monitored and evaluated for effectiveness each year by the South Carolina Commission on Higher Education. The Center's largest investments, the Teacher Cadet Program and ProTeam middle school program, are thoroughly evaluated each year by the South Carolina Educational Policy Center (SCEPC) at the University of South Carolina. The studies include longitudinal studies of former Cadets who are now teaching. Annual evaluation reports are available to interested persons. The minority college counseling program, College Help-Line, is now the subject of on-going evaluations by the SCEPC on an every other year basis. In addition, the Center as a whole was evaluated by an out-of-state consultant, Dr. Robert Shoenburg during May of 1993. Dr. Russell French of the University of Tennessee evaluated the Center and its programs during the spring of 1991. At the recommendation of its oversight agency, the Commission on Higher

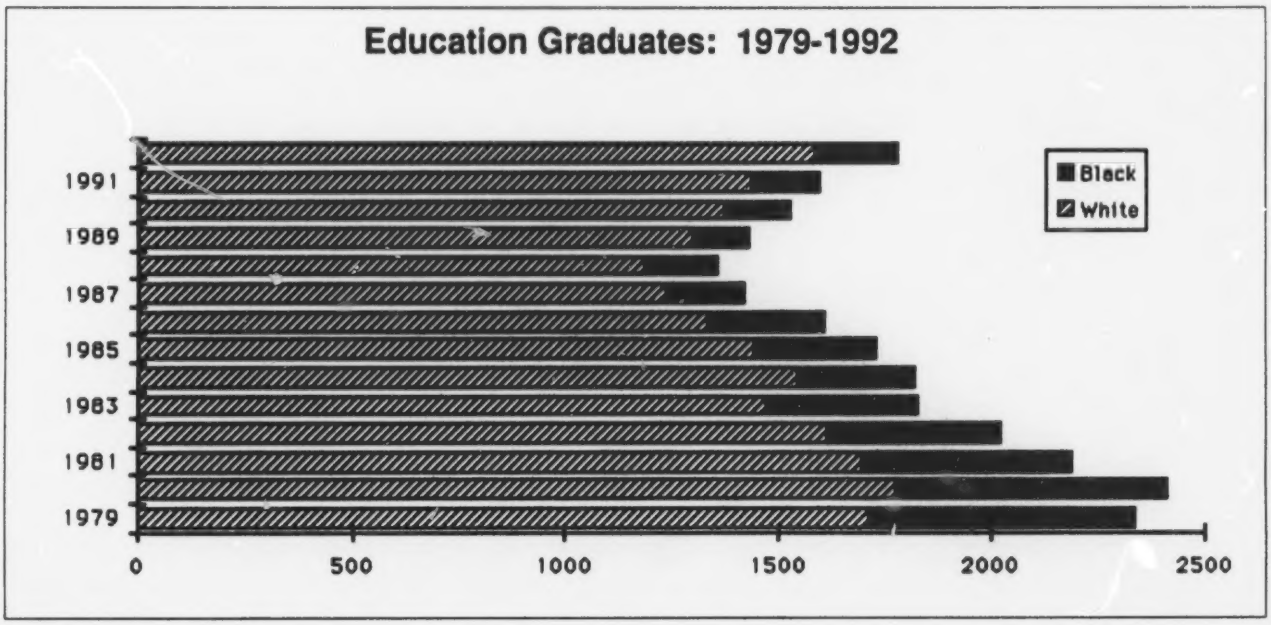
Education, the Center staff developed a list of possible external evaluators and presented the list to the Policy Board for approval. The Policy Board rank ordered the list and Dr. Shoenburg was awarded the contract for the external evaluation. Other SCCTR programs are evaluated for effectiveness from time to time by consultants or staff.

How the Center Addresses Teacher Supply Needs

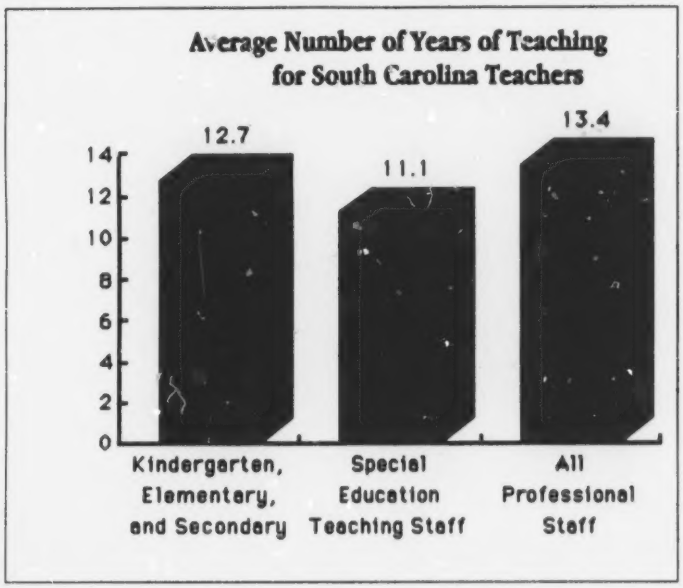
With the aid of its own research and the research of state and national scholars, and with direction from its Policy Board, the Center has developed a series of programs aimed at addressing the problems of rural supply, minority supply, male supply, specialty area shortages, and the problem of pool quality. These programs include the following:

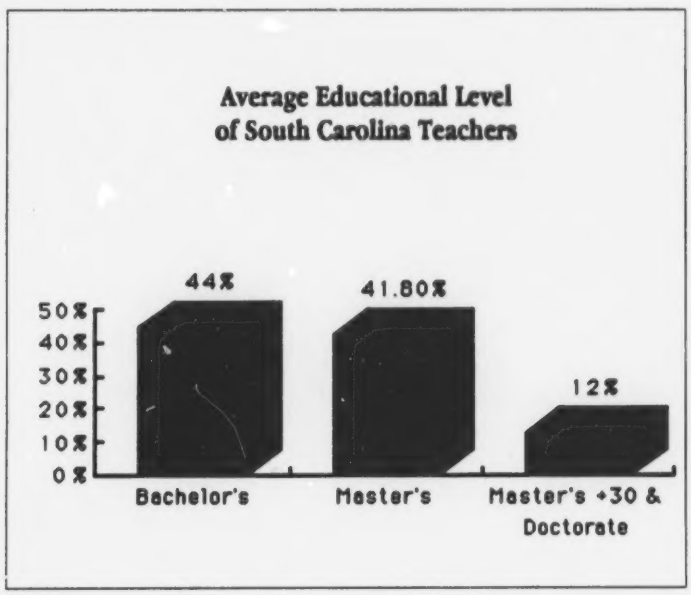
(1) Minority Recruitment
(2) ProTeam Middle School Program
(3) Crossroads Summer Institute
(4) Crossroads Mentorship Program
(5) Summer Teaching Careers Institute
(6) Teacher Cadet Program
(7) College HelpLine
(8) The South Carolina Teacher Forum
(9) Teacher Job Bank
(10) SC EXPO for Teacher Recruitment
(11) Advertising and Marketing
(12) Teachers in Residence

Each of these programs is discussed in the pages that follow. While this annual report concentrates on the accomplishments of the Center during its seventh full year of operation (FY 1992-93), the narrative will include some discussion about plans for the 1993-94 fiscal year.



A Profile of The South Carolina Teacher





1992-93 South Carolina Teacher Salaries

Teacher salaries in South Carolina are based on a minimum salary schedule established by the state annually. School districts must pay the minimum salary mandated by the state using two criteria: 1) Years of experience, and 2) education. Education is divided into five categories: bachelor's degree; bachelor's degree and 18 graduate hours; master's degree; master's degree and 30 graduate hours; and doctor's degree.

The figures shown here are the minimum salary at various points on the salary schedule for the 1992-93 school year. Most districts pay more than these minimums. These estimates are based on 190-day teaching contracts.

Years of Experience	None	17 Years
Bachelor's	$19,241	$28,130
Bach + 18	$20,107	$29,093
Master's	$22,031	$31,844
MA + 30	$23,955	$33,768
Doctorate	$25,879	$38,963

Minority Teacher Recruitment Partnership

Mission: The purpose of the minority recruitment efforts at the South Carolina Center for Teacher Recruitment is to address the continuing decline of minority students entering college and choosing teaching as a career.

Numerous reports have documented the problems faced by public education in the State of South Carolina and nationally. Among these are: 1) an acute shortage of minority teachers; 2) the disappearing African American male teacher; 3) the declining number of academically talented students electing to pursue degrees in teacher education; 4) the rising number of non-traditional students with special needs, expressing an interest in becoming a teacher, provided that programs are accessible, and 5) the increasing number of minorities committed to becoming teachers, but unable to meet all entry, retention, exit, and certification requirements without academic intervention.

The need for teachers of color has already reached crisis proportions: their representation among teachers has declined from 13% nationally in 1970 to less than 10% today. Indeed, if current trends continue, minorities will comprise more than one third of K-12 school enrollments nationally, but only 5% of teachers by the end of the decade. As the nation's classrooms become increasingly multi-cultural and multi-ethnic in makeup, teachers of color are vitally needed to serve as academic leaders, cultural translators, community resources, and role models for students of all ethnic and racial backgrounds.

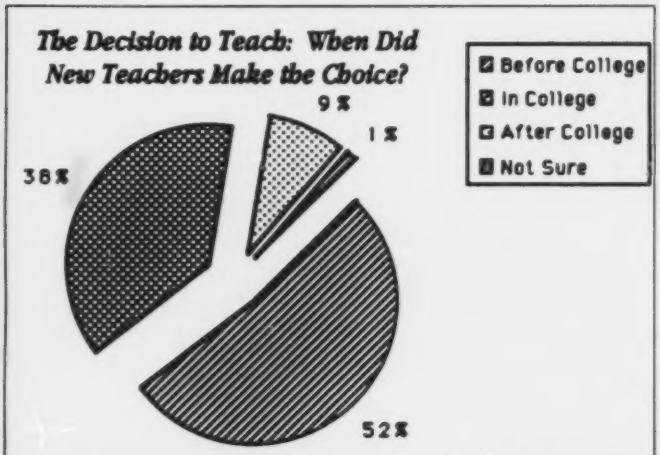
Minority teacher supply coupled with changing demographics paints a distressful picture for public school children. According to a recent survey on "Strengthening the Relationship between Teachers and Students" conducted by AACTE (American Association of Colleges for Teacher Education), 41 percent of the minority teachers polled said they were likely to leave teaching as opposed to 25 percent of the non-minority teachers.

A second survey, conducted by Metropolitan Life, reports that 20 percent of teachers who liked their jobs were likely to switch jobs. Mary Hatwood Futrell, former National Education Association (NEA) president, points out in an article entitled "The Exodus of Black Teachers" that by the year 2020, black Americans will make up 35 percent of the students in our public schools while only nine percent of the K-12 teaching force in the United States will be black Americans. Our nation's Hispanic population on the mainland will expand from 11% to 14%; the Asian population will expand from 1.5% to 5%; and the Native American population will double to 1%.

As of 1987, minorities continue to be underrepresented among degree recipients compared to their enrollment levels in higher education. Of those minority students who do acquire a post-secondary education, fewer are choosing teaching as a career than in the past. According to The Conditions of Education, 1989, the historically black colleges lost 40% of their teacher education enrollment from 1977 to 1986. Nationally, only 6,000 new black teachers are entering the teaching profession each year.

College freshmen interested in teaching has declined for both minority and white students. Among white freshmen, the percentage interested in teaching careers has declined by over one-half (from 21.4 percent in 1966 to 9.5 percent in 1988). Among minority freshmen, the percentage interested in teaching has declined by over three-quarters (from 20.6 percent in 1966 to 4.9 percent in 1988).

The significant decline in interest in teaching among minority freshmen is due in part to the increase in their career opportunities as a result of the civil rights movement.



Source: Metropolitan Survey of the American Teacher, 1990

South Carolina

In South Carolina, we are experiencing a steady decline in the number of minority teachers employed by the state's school districts. Since 1975, the percentage of black teachers in the total teaching population has dropped from 31% to slightly less than 19%. Put another way, South Carolina has lost about forty percent of its black teachers since 1975.

This steady decline in the percentage of minority teachers prompted the State of South Carolina to pass legislation in 1984 specifically enacted to increase the pool of minority teachers in the state. The result has been a gradual increase in the number of graduates from South Carolina colleges receiving Bachelor's degrees in Education and entering the teaching profession (See the graph on next page).

While the State of South Carolina has experienced some increase in the number of students graduating from its colleges with degrees in teacher education, the number of minorities entering the profession still presents a dismal picture. There has, in fact, been a decline in the number of black males entering the teaching profession. The table below shows that only 2% of the state's 1991-92 teacher education graduates were black males and only 9% were black females.

Black Education Graduates by Percentages

Year	Total Number	Black	%	Black Males	%	Black Females	%
1986-87	1424	187	13	69	5	118	8
1987-88	1358	169	12	57	4	112	8
1988-89	1443	132	9	26	2	106	7
1989-90	1532	155	10	42	3	113	7
1990-91	1596	157	10	34	2	123	8
1991-92	1779	194	11	28	2	166	9

Source: The South Carolina Commission on Higher Education

Teacher Cadet: In 1984 a group of state leaders concerned about the condition of South Carolina's teacher supply pool organized an Educator Recruitment Task Force to study the problem. At the urging of Task Force members and with support from concerned members of the House and Senate, the Legislature earmarked funds for teacher recruitment projects. The project developed into a centralized teacher recruitment effort known as the South Carolina Center for Teacher Recruitment. The South Carolina Center for Teacher Recruitment began offering a year-long high school course in education (the Teacher Cadet Program) for talented high school juniors and seniors to abate

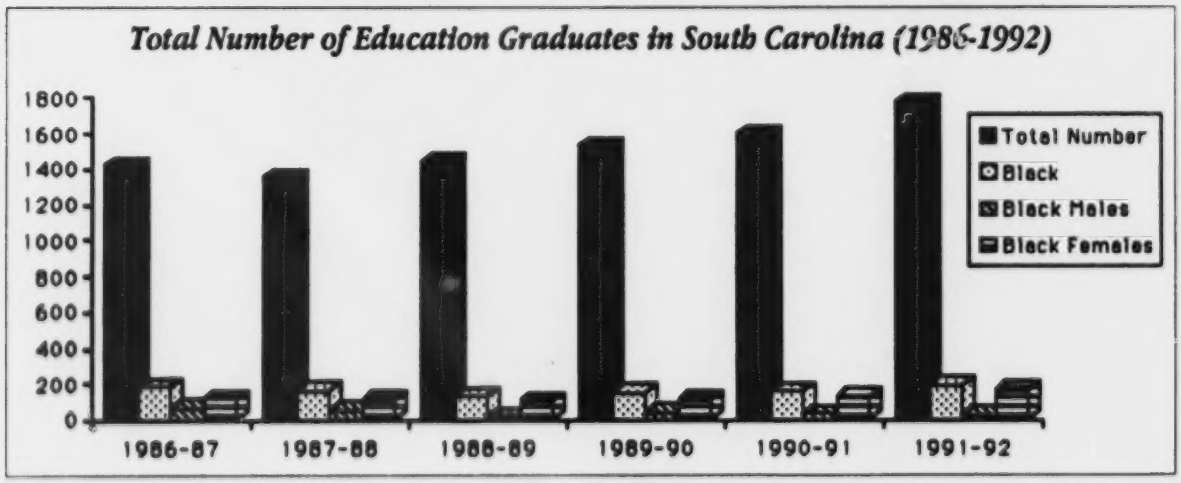
the decline in our minority teacher population.

Between 1986 and 1988, minority enrollment in the Cadet program hovered between 30 and 33 percent. A small decline in minority participation in 1988 prompted the Center staff to examine carefully Cadet enrollment by race at each participating high school in relation to the school's total minority enrollment. Schools with abnormally low minority Cadet enrollments received special letters from the Center raising this concern, and an article on aggressive minority recruiting was included in *CadetNet*, the SCCTR newsletter distributed to all teachers in the program. In a further effort to address this issue, the SCCTR staff set high minority enrollment as its first priority for new Teacher Cadet sites. Although the very successful Teacher Cadet program has served hundreds of minority youth, many bright students have written teaching off long before their junior or senior year of high school. In 1992-93, the percentage of minority students in the Teacher Cadet Program was twenty-eight percent.

The SCCTR experience with minority students in the Teacher Cadet Program reveals two facts: First, by the senior year in high school, many minority youngsters have already completely dismissed teaching as a career option; second, many minority students who might be interested in teaching are not in a college track in high school and do not qualify for the Teacher Cadet Program. Clearly, SCCTR needed an additional minority recruitment program that reached students earlier than the junior and senior years in high school. As described below, SCCTR developed the ProTeam middle school program to address this need.

ProTeam Program: During 1989-90, with seed money provided through a grant from the Edna McConnell Clark Foundation of New York, the Center launched ProTeam, a new middle school minority recruitment program. A curriculum, *DreamQuest: The ProTeam Experience*, developed by Ken Bowers, Jackie Stanley, John Norton, and the SCCTR staff, was designed to interest minority adolescents in college and teaching. The curriculum provides specific focus in four strand areas: self-esteem development, working in groups, helping others, and dreaming/goal setting about college and a professional educational career. This program recognizes that many capable minority students give up on college before they ever begin the ninth grade, because of a lack of support at home or in school. Twenty-two pilot sites with high minority populations were targeted in the pilot group.

Generous support by the South Carolina Legislature allowed ProTeam to double in size to forty-four sites during the 1990-91 school year. Continued support saw a climb in school participation to



fifty-three sites during the 1991-92 school year. In 1992-93, the number of ProTeam sites remained relatively the same with 55 sites. Schools can offer ProTeam as a nine week, eighteen week, or year long course with an accompanying club. A club activities handbook was designed to allow for year long student involvement and could conceivably span a two-year cycle. Beginning in 1993-94, nine week ProTeam classes will be phased out and only semester and year-long programs will be sponsored by the Center.

A major component of the ProTeam Program is a parent seminar component. The seminar includes information for parents to utilize in promoting continued success of the students, high school requirements for college bound students, selecting and financing higher education, and teaching as a career choice or as a part of a professional career plan.

College HelpLine: SCCTR has uncovered another "fact" in its seven years of work with the Teacher Cadet Program. Many students with an interest in attending college do not receive the necessary advice and support needed to actually enroll in higher education. This support is especially needed by minority, first generation college bound, and low-income students, who are least likely to receive help from guidance counselors, parents, or college admissions offices. In response to this problem, SCCTR sought funds in the 1989-90 fiscal year budget that would allow the Center to provide one-on-one support and advocacy for minority students in the Teacher Cadet Program as well as other referrals. We call this program "College HelpLine."

College HelpLine personnel worked with approximately 100 referrals in 1990-91. The number of students doubled to 200 served in 1991-92. In 1991-92, SCCTR began arranging visits for students to college campuses by providing small stipends to Teacher Cadet teachers and other volunteers. The number of students reached through the College HelpLine exceeded 400 in 1992-93 with almost half of the students served being minority.

Minority Recruitment Partnership: The Center continues to work cooperatively with Benedict College and South Carolina State University in their minority recruitment efforts. The three organizations, known collectively as the Minority Teacher Recruitment Partnership, submitted a grant application to the U.S. Department of Education to greatly expand their minority teacher recruitment efforts. The collaborative network established through the Partnership and the success of the programs currently being sponsored by these three entities make them a strong contender for the federal grant.

The Minority Recruitment Partnership expanded its collaborative efforts by utilizing facilities and expertise of all partnership members:

- South Carolina State provided education majors to represent their institution at ProTeam Regional College Day at Claflin College

- Representatives of the three institutions presented at various career day activities held at middle schools in Columbia and Orangeburg areas

- The partnership provided for involvement of all partners in the content of the *Minority Recruitment Newsletter*.

ProTeam Program

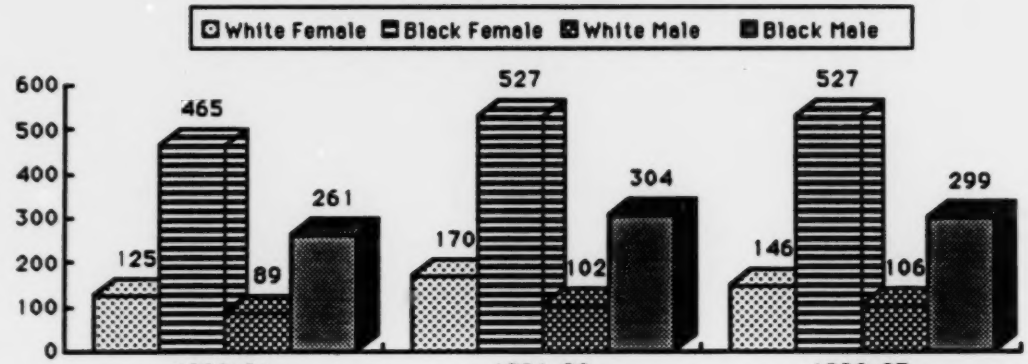
Mission: The mission of ProTeam, the Center's middle level recruitment program is: 1) to make minority students and young men aware of the skills needed to complete college and consider education as a viable career option; and 2) to expand the pool of minority and men teachers available to the public schools in South Carolina.

The Center's ProTeam middle school program is designed to be part of a continual process offering guidance and support to prospective teacher education candidates. ProTeam is offered at the beginning of the continuum and serves as a "seed planting" mechanism to interest young people in the teaching profession before they are "turned off" to the possibility of a career in education. The Center has made major financial and manpower commitments to the development of the ProTeam Program which is offered to seventh and eighth grade students who have demonstrated academic and social potential to be successful in a high school college bound track and eventually in a college professional training program.

The program exposes students to class activities which build self awareness and confidence, group and team work skills, the nature of helping one's self and others, and the validity of setting a goal and devising a plan to achieve that goal. Throughout the curriculum, students are exposed to the art and craft of teaching and close inspection of the role of teachers in the teaching/learning process. The overall emphasis in the curriculum is to help students develop goals and a personal vision for the future.

The Center provides grants of up to $750 per site to support the program. This grant provides support for the class and for teacher training materials. Each nine-week or semester-long class receives a $125 grant to purchase supplies, curriculum materials, provide additional activities, etc. Year-

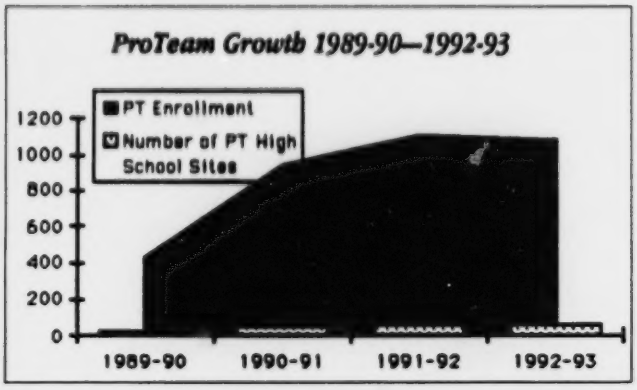
ProTeam Enrollment Data by Race and Gender



(1989-90 Gender Data Not Available)

long classes will receive a $250 grant beginning in 1993-94. Approximately $500 is set aside for each site to cover training and materials costs incurred by the Center.

During the 1992-93 academic year, 55 middle/junior high schools in 36 school districts offered the ProTeam course to almost 1,100 students. Ten programs lasted nine-weeks; 18 were semester programs; 24 programs were year-long; and three schools identified their programs as clubs. Seventy-four percent or 826 students of color were served along with 252 non-minority students. African American females represented the largest participant group (527) with combined male participation reaching 405 (approximately 36% of the total group).



ProTeam grew out of an SCCTR decision in 1988-89 to take additional steps to address a predicted long-term shortage of minority teachers in South Carolina by planning for the late 1990s and beyond. National research has confirmed SCCTR's own conclusion that effective recruitment of talented minority youngsters into the teaching profession must begin earlier than the junior and senior years of high school, where the Teacher Cadet Program concentrates its efforts. The SCCTR staff made a commitment in the fall of 1988 to develop a pilot middle school program to address this need.

By the end of the 1992-93 school year, over 3500 middle school students had their interest in the teaching profession piqued by this hands-on, self-exploratory course. Approximately seventy-five percent of these students have been minority students. In 1993-94, we anticipate serving between 1000 and 1150 students.

Program Design

In April 1989, Jackie Stanley and the SCCTR staff met with a group of middle school teachers and administrators to discuss program design. This consulting group developed the name "The ProTeam" for the middle school effort, underscoring the program's goal to help students be pro-success, pro-college, pro-teaching, and to develop a "professional attitude" toward life. The consulting group recommended that SCCTR develop both a club curriculum and a nine-week exploratory course curriculum for the project.

During the first ProTeam pilot year, 13 middle schools used a club approach, where students met twice or more each month for an hour and took part in curriculum activities. Nine schools decided to offer a nine-week exploratory course. An evaluation of this first year effort led SCCTR to change the program and require that all new ProTeam sites offer a course prior to beginning a ProTeam club and that at least 80 percent of club members be graduates of the course. This decision was made with the support of teachers at many of the schools using the club format; they agreed that students needed more contact time with teachers and with each other to "bond" themselves into a group and to cover the curriculum material adequately. Schools offering the club format during the pilot year were allowed to continue to offer only a club for one more year – although most 1989-90 pilot schools decided to begin with a course in 1990-91.

SCCTR now recommends that the ProTeam

program begin in the first semester of the 7th grade, and that the ProTeam club include 7th and 8th graders who have been exposed to the core curriculum. In order to provide separate activities for the ProTeam clubs, the curriculum team prepared a club activities handbook with 32 hours of clubwork supplemental to the four strands of the core curriculum.

Beginning in 1993-94, nine-week ProTeam classes will be phased out. All research and feedback from teachers points to the fact that 9 weeks is not a sufficient amount of time to achieve the goals of ProTeam. The eighteen-week (semester) or year-long implementation models followed by a club will be the only acceptable models beginning with the 1994-95 school year.

Scheduling continues to be a challenge for middle schools that want to continue or begin a ProTeam Program. The team concept and block scheduling will continue to offer challenges and possible solutions to this dilemma. As new emphasis and deregulation impacts on the structure of the middle school design, SCCTR is committed to re-evaluating the implementation model so that rural schools and others with limited resources can offer this program to deserving young people.

Curriculum: In early August 1989, SCCTR completed work on a pilot curriculum for the ProTeam program. Dr. Kenneth Bower, an education professor at the College of Charleston and author of the SCCTR Teacher Cadet curriculum, served as primary author. Ms. Stanley screened Bower's work and developed additional materials; John Norton served as editor and desktop publisher. The *DreamQuest* curriculum stresses four curriculum "strands": building self-esteem, developing group skills, learning what it means to help (and teach), and building a vision of a professional future that might include teaching.

Several of the 1989-90 pilot sites asked the Center to develop an optional 18-week ProTeam curriculum because of the course's popularity with students. During the summer of 1990, the curriculum writing team met this request by adding more teaching and community activities. The team also carried out minor revisions of the existing curriculum, based on the recommendations of pilot site teachers.

During the summer of 1992 a curriculum revision committee of ProTeam teachers and SCCTR staff revised and expanded the *DreamQuest* curriculum to allow for more exploration in the areas of critical teaching need and major teacher skills, such as planning. Also, efforts to promote more diversity were included in the support materials, and new curriculum activities that require use of these materials to learn more about people of color and diversity were added.

Community Service: A unique feature of the ProTeam curriculum is the community service activity. The extended activity requires that students spend twelve or more hours involved in teaching someone to do something, tutoring someone, or performing a service for someone. Some locations used for the community service activity include daycare centers, retirement homes, hospitals, and special education classes.

Teaching-Like Experiences: A very successful means of introducing students to the teaching profession is through teaching-like experiences. ProTeam students observe in classrooms of younger students, and plan and present lessons to their peers and others.

Parent Component: The parent workshop is an extension of the core curriculum and is considered a key to the success of participating sites. The research conducted on the ProTeam Program by the South Carolina Educational Policy Center, as well as other national research, points to the significant influence parents have on their child's career

decisions. All sites are asked to invite parents to receive a brief orientation of the program followed by a parent workshop entitled "Strengthening the Team." For the past four years, the parent workshops have been conducted by SCCTR staff. In the future, ProTeam teachers and guidance counselors will be trained and empowered to conduct these workshops at their schools with minimal assistance from SCCTR staff. The workshop provides information essential to strengthening family support, enrolling in college bound high school curriculum, selecting and financing a college education, and exploring career possibilities in education.

During the 1989-90 school year, the parent component was piloted in five ProTeam sites. In the 1990-91 school year, the workshop was presented at 20 school sites and two community sites (a church in Columbia and USC-Spartanburg) to approximately 184 parents and 85 students. The 1991-92 school year ended with workshops being presented at 16 sites (13 schools, two churches, one college) with 109 parents and 79 students participating. In 1992-93, thirty parent workshops were held across the state. The parent workshop is very well received as evidenced by the quotes that follow:

The parents were asked the question, "What was most helpful about the workshop to you?"

- "Excellent, useful information"
- "The information about preparing for our child's education and the cost. To realize the importance of early preparation"
- "Learning that she can go to college"
- "The information on graduation and college requirements and suggestions on financial aid"
- "How to cope with others"
- "If we wanted to be a teacher, what we could do"
- "It made me think about going back to school to be a teacher myself"
- "Being familiar with the college prep courses that my child needs to prepare her for college"
- "The packet on the family strong points and on colleges and how to choose them"
- "Stressing the need for middle school students to be on the way to considering their college career"
- "The description of the ProTeam Program"

Club Curriculum: SCCTR recommends the use of the ProTeam club curriculum with students once they have completed the core curriculum. The club activities are designed to follow the same units as the core curriculum and are used to remind students of the basic goals of the ProTeam Program. SCCTR guidelines require that eighty percent of the club members are students who participated in a ProTeam class. The other twenty percent can be drawn from the student body at large but must meet the criteria for entry into the core course.

ProTeam Personnel

Assistant Director: Rita Stringfellow, who filled the new position of Assistant Director in February 1992, served as a liaison between the ProTeam Program and other Center programs and as a coordinator of ProTeam activities. Among her responsibilities were working with the Teachers in Residence in planning and carrying out teacher training and conferences, assisting in coordinating activities with college partners, aiding in the development of long-range and short-range goals for the ProTeam Program, and assisting with the expanding responsibilities associated with the ProTeam Program, including site visits and mailings.

Minority Recruitment Coordinator: In March 1989, SCCTR Director John Norton invited Ms. Jackie Stanley, a health education teacher at North Myrtle Beach Middle School, to become a teacher in residence at the Center, with primary responsibility for developing the middle school program. Ms. Stanley was the 1987 teacher of the year in Horry County and a finalist for State Teacher

of the Year. As the minority recruitment efforts at the Center continued to expand, Ms. Stanley agreed to become the coordinator of these programs. The 1992-93 school year was Jackie's fourth year and last year with the Center. She has returned to North Myrtle Beach Middle School as assistant principal.

ProTeam Teachers in Residence: Malinda Taylor, a middle school teacher at Pleasant Hill Middle School in Georgetown County, was invited to join the Center as a ProTeam teacher in residence in spring of 1990. Ms. Taylor taught language arts and one of the pilot site ProTeam classes before joining the Center. The 1992-93 school year was her third and last year with the Center. She has returned to the classroom at E.L. Wright Middle School in Richland 2 where she will teach language arts.

A new teacher in residence was added to the Center staff to assist with the ProTeam Program in 1992-93 — Cleo Richardson. Mr. Richardson, a social studies teacher and coach from Marion High School, was Marion One School District's Teacher of the Year in 1991. He has served as a member of the Teacher Forum Leadership Council for the last two years.

ProTeam Administrative Assistant Tammy Gillett assisted the TIRs and worked to ensure that ProTeam teachers received materials that they needed from the Center.

1992-93 Developments

Articles: Articles describing the ProTeam Program have appeared in the South Carolina Affiliate of Black School Educators and the Minority Teacher Recruitment newsletters. The Minority Teacher Recruitment newsletter is published by the South Carolina Program for the Recruitment and Retention of Minority Teachers in collaboration with the members of the Minority Teacher Recruitment Partnership.

Presentations: Presentations describing the ProTeam Program were made at the National Conference for the Recruitment and Retention of Minorities in Education at the University of Kentucky, the Minority Student Today National Conference in San Antonio, and at Recruiting New Teachers first national conference.

ProTeam Teachers in Residence made presentations or served as facilitators in numerous activities dealing with minority recruitment and other professional issues which have included, during 1992-93, diversity of the work force, diversity in the classroom, empowering teachers and students through positive self-esteem, multicultural sensitivity, and teaching as a profession. The audiences included pre-service education majors, undeclared college students, critical teaching needs graduates, educators of all levels, personnel administrators, and district minority recruitment committees.

Teacher Handbook: During 1992-93, a ProTeam Teacher's Handbook was written to assist teachers with the logistics of operating a ProTeam Program. In addition, it offers tips to ProTeam teachers selecting students for the program and managing and scheduling field experiences.

Selection Criteria: Criteria for entry into the ProTeam Program were revised and disseminated to ProTeam teachers, guidance counselors, and administrators during 1992-93. The "potential for success in high school and college" was further defined as:

- placement in the top forty percent of the class (as defined by standardized test scores)
- previous overall school performance
- recommendations from previous teachers
- interest in educational careers or other professional careers

Some schools have added an essay component to this selection criteria that asks the students to tell why they want to be in the ProTeam Program, why they want to go to college, or why they do or do not want to be an educator. Still others have developed an application for students to submit if they would like to be considered for the ProTeam Program. The revised selection criteria will be fully implemented in 1993-94.

The Choices Club: During 1992-93, SCCTR staff members designed and developed a club curriculum and format for former ProTeam students when they enter high school. The purpose of the club is to provide a way to continue to support the student's progress toward realizing their goals of successfully completing college and pursuing careers with special emphasis on teaching. Ideally, ProTeam and Teacher Cadet teachers will work with the Choices Club as a joint effort thereby strengthening the connections between the two programs.

Out-of-State Training: SCCTR's staff provided training for teachers, college personnel, and administrators in Oklahoma and Maryland.

New Teacher Training: The SCCTR staff conducted a two-day training for new ProTeam teachers in April and a make-up session in August.

Fall Curriculum Training, White Oak: For the second year, teachers from all of the ProTeam programs throughout the state gathered at White Oak Conference Center near Winnsboro for a one- and one-half day curriculum conference. Thirty-eight teachers attended the training. The theme for the conference was "ProTeam: The Total Package" and included concurrent sessions and the development of advertising campaigns to recruit teachers.

ProTeam/Teacher Cadet "Making Connections" Conference: The Center sponsored the first regional meeting for thirty ProTeam and Teacher Cadet teachers in the eastern part of the state. The theme of this one-day conference held at Francis Marion University was "Making Connections," and Teacher Cadet and ProTeam teachers worked together to plan activities to build a strong partnership between the two programs and to develop a time-line for implementing their strategies and activities. A number of ProTeam and Teacher Cadet teachers shared ideas that they've found to be successful and presented ways to include Teacher Cadet students in ProTeam curriculum activities and projects and vice versa.

Leadership South Carolina Conference: Minority Teacher Recruitment Coordinator Jackie Stanley served as a panelist for the Education Component of the Leadership South Carolina Program which was held at Winthrop University. The topic was "Dilemmas in Education" which included controversial issues such as school choice, the teacher as a professional, and restructuring.

Annual Governor's Conference in Education: ProTeam students from W.A. Perry Middle School served as ushers at the governor's annual state-wide meeting in Columbia. The students enjoyed hearing motivational speakers and meeting educators from across the state.

Secretary of Education's Address: In February, ProTeam students from Heyward Gibbes Middle School in Columbia, along with SCCTR staff, were invited to attend Secretary of Education Dick Riley's address in Columbia. The ProTeam students helped welcome Riley back to South Carolina for his first visit since being named Secretary of Education and enjoyed meeting Riley and other educators.

Regional College Days: In the spring, three regional college days were held across the state for all ProTeam students. They were held on the campuses of Claflin College, USC-Columbia, and Coker College. The students had the opportunity to visit college campuses, participate in concurrent sessions, and meet college education majors and Teacher Cadet students

Evaluation

The third annual external evaluation was completed by the South Carolina Educational Policy Center under the direction of Dr. Gay Rowzie. A self-esteem instrument was added to the evaluation design during 1992-93. Because of the research for the appropriate instrument, the study of the ProTeam Program was only conducted on second semester and nine-week ProTeam sites held during the second semester of 1992-93. Therefore, the conclusions and recommendations are limited and are not drawn from a representative sample of the 1992-93 ProTeam Program.

ProTeam Evaluation Conclusions

1) College aspirations: ProTeam helped some students decide to pursue college, but it did not change the minds of more than a quarter of those students who were interviewed and fewer than that number for those who were surveyed.

2) Teaching as a Career: Low rates of change in attitudes about teaching as a career occurred among surveyed and interviewed students. Few of these students changed from not wanting to become teachers. However, positive perceptions and appreciation of teaching as a profession were expressed by these students.

3) Self-Esteem: The self-esteem data revealed that surveyed students possessed positive views of themselves both before and after ProTeam. ProTeam did not increase significantly student self-esteem among the students surveyed.

4) Working Cooperatively: Interviewed students and surveyed teachers reported that the ProTeam curriculum promotes cooperative activities for students. Teachers report limited time spent on helping activities and students want more such experiences. Overall, developing cooperative working skills is viewed as a plus for ProTeam, and teachers and students want to spend more time on these activities.

5) Parents: Although ProTeam encourages parent involvement, this component of the curriculum is being implemented minimally in the schools that were visited (30 out of 55 sites).

6) Selection of Students: Student selection is varied at best. Selected students come from the minority population, but effective methods to find students with potential to go to college are not being employed.

7) Curriculum: The curriculum is the strongest aspect of ProTeam. Teachers, administrators, and students view the curriculum and goals as greatly needed in middle schools in South Carolina. Although teachers have difficulty covering all of the curriculum, in all of the surveys and interviews there was not one criticism of the curriculum and there were many emphatic statements of support for it.

8) Program Implementation: This is the major area of concern for the program. The variety of types of programs, lengths of programs, scheduling into the school day, methods of selection, and opportunities for students to engage in school and community service activities create problems for consistent implementation. As a result, reaching the goals -- increasing the number of students who want to become teachers -- becomes problematic.

1992-93 Recommendations

1) Essential elements of the curriculum need to be identified so that teachers and administrators will know how to identify the critical characteristics of a ProTeam program. These essential elements (i.e., core curriculum) should emphasize sections and activities in the curriculum guide that support the primary goals of the program -- college, teaching as a career, improving self-esteem, and promotion of cooperative activities.

2) The SCCTR should provide to schools criteria for student selection. These criteria should define operationally the characteristics of students who have the potential for college.

3) ProTeam as a class should be a minimum length of a semester (18 weeks). In addition a minimum number of days (3 per week) for class meetings should be set by SCCTR.

4) The parent component should be clarified and defined so that schools will know what the component consists of and how to implement it. The responsibility for implementation of the parent component should be made clear.

5) The amount of time students are given to observe and assist in classrooms should be specified so that teaching as a career is reinforced.

6) Teachers should be given more opportunities during the school year to talk with each other about the program.

7) The South Carolina Center for Teacher Recruitment needs to ensure through regular monitoring and support that the identified elements of the curriculum and program design are implemented in ProTeam programs.

8) The SCCTR should reinforce effective and successful programs through recognition of outstanding programs. Examples of recognition activities are: presentation of awards to outstanding ProTeam programs at the fall conference and SCCTR initiative in gaining media publicity about the program throughout the state.

ProTeam Student Quotes:

- "ProTeam helped me see how teachers do their work."
- " The class helped me think about teaching and other careers."
- "ProTeam helped me understand why teachers do what they do."
- "ProTeam helped me speak out more."
- "ProTeam helped me feel more comfortable with other students."
- "I felt more inspired."
- "ProTeam helped me think about the future and make plans."

Crossroads Summer Institute

Mission: To provide an intensive, one-week institute giving information about preparation for high school and college and the opportunities available in teaching careers. The institute is targeted at African American male middle school students but is open to other students.

Because of the decline in the number of minority teachers in the state and due to the critical need to attract men to the ranks of classroom teachers,the Crossroads Institute was launched by the South Carolina Center for Teacher Recruitment during 1991-92. Crossroads, a summer institute for rising high school freshmen African American males, was held on the campus of Coastal Carolina University. The idea for a summer institute targeted at African American male middle school students grew out of the success of the summer institute for high school seniors sponsored by the Center as well as the need for African American male teachers in the classrooms of South Carolina.

The number of minority teachers in South Carolina has dropped from 31 percent to below 19 percent since 1974. This drastic decline in minority teachers means fewer role models for young African American students and less input into education policy from the African American community. In addition, fewer than 17 percent of South Carolina's teachers are male. This is the lowest percentage of male teachers of any state in the nation. Many educators support the idea that we need a visible male presence in the public schools at the instructional level.

Crossroads was developed under the leadership of Dr. Terita Gusby-McCauley, a professor at Coastal Carolina University in Conway, South Carolina. Coastal Carolina was one of three colleges that responded to the call for proposals offered by the Center for Teacher Recruitment for a program to enhance interest in the teaching profession.

Objectives

The Crossroads provides the following:

- The opportunity to work with outstanding public school teachers
- The opportunity to become acquainted with students from other areas of the state with similar education and career interests
- Educational experiences that portray teaching as an attractive profession for African American male students
- Educational experiences that model progressive teaching techniques and involve students in hands-on learning activities
- Experiences that encourage the development of higher order thinking skills and problem solving
- Experiences that encourage the development of leadership, human relations, and study skills

• Information on selecting high school courses to prepare for a college education

• Information about college life

• Information on financing a college education

• Information about opportunities available in the field of education and future trends in education

• Information about the educational preparation necessary for becoming a teacher in South Carolina

Twelve thousand five hundred dollars was set aside to be matched with $5,000 in funds or in-kind services at a teacher preparation institute for a week-long, on-campus experience for rising ninth grade African American men. These young men of promise were recommended by their schools to apply for the summer institute. The application included an essay written by the student entitled "Why It Is Important to Have Minority Teachers in Our Classrooms."

One hundered sixty-nine (169) nominations were submitted from which fifty were chosen for participation. A selection committee reviewed the applications and ranked them to select the participants and the alternates. The committee was composed of nine members: Jeanette Deas representing the South Carolina Commission on Higher Education; Paul Beasley, Director TRIO Program - Columbia; Cleveland Lee, Fairfield Middle School teacher and member of the South Carolina Teacher Forum; Elizabeth Quackenbush, community member; Joyce Singleton, ProTeam teacher and member of the Task Force; Mac Westmoreland, Assistant Principal, Irmo Middle School, Campus R; Jackie Williams, ProTeam teacher, Alcorn Middle School; Preston Winkler, Director Community and Government Relations - USC; and Ken Richardson, Principal, Heyward Gibbes Middle School.

Some important factors that influenced the success of the Crossroads Minority Male Summer Institute as a teacher recruitment tool are the development of a strategy to maintain enthusiasm and interest in teaching as a career, to encourage adequate academic preparation, and to provide support, guidance, and information to the institute's participants as well as their parents. The use of an African story teller helped the students see how they could use their heritage as a teaching strategy to reach other African American students. A visit to a local Nursing Center and work with younger children gave the participants an opportunity to provide a service to others and use the teaching skills they had learned during the week.

Evaluation

The forty-three students who attended the 1993 Crossroads Summer Institute responded to a survey. When asked which career they were interested in the most, they responded

Medical Professions - 5
Law -2
Business - 8
Teaching - 6
Engineering -14
Computers - 6
Other - 4

Their reasons for not choosing teaching as a career provided some valuable insights for teacher recruiters and policy makers:

- "Would like to be a lawyer."
- "Doesn't suit me."
- "Boring and pay is too low."
- "Students bringing weapons to school."
- "I feel I'm not a good teacher."

- "I want to be an engineer."
- "I like to build things and engineering pays better."
- "I don't like to teach because I think it's boring."
- "Some kids I think I just couldn't work with."
- "I just don't like teaching."
- "It doesn't fulfill my dreams of what I want the most."
- "I've had an obsession with computers for a long time."
- "I like to learn but the thought of teaching is a big task."
- "I have always been good in science."
- "There's more money in the other careers."
- "I like to make and design things."
- "Not of much interest."
- "I feel I am not as patient as other people."
- "Because it is boring and dull."
- "No money in it and not interested."
- "Rather be in the business field."
- "I want to try something I know nothing about."
- "I have the skills to be a lawyer."

The participant responses to "Who has helped you the most in thinking about a future career?" reinforced the research the Center has on the role of the family and teachers in career choice.

a. a teacher - 9
b. a parent -19
c. a relative - 8
d. a family friend - 1
e. a guidance counselor - 5
f. other - 5

Was this person an African American male?

a. Yes - 24
b. No - 19

Favorite Teacher:

a. White female - 11
b. African American female - 13
c. White male - 3
d. African American male - 6

Number of African American male teachers participant had in school:

None	11
1-2	23
3-4	6
5-6	0
7 or more	1

Number of African American female teachers participant had in school:

None	1
1-2	14
3-4	15
5-6	3
7 or more	9

Characteristics of favorite teachers::

"Friendly and concerned."
"Lets you have fun while you learn."
"Stresses that respect is a two-way street."
"Made us do projects to help us read."
"Tries to be funny while teaching."
"Helpful and kind."
"Direct approach."
"Hard."
"Nice, funny, interesting."
"Teaches jazz music."
"Very strict but helped me learn a lot."
"Very caring to others and showed respect for herself."
"Fun, smart."
"Always believed and trusted in me."
"Likes students to help one another, encouraging."

Quotes

During the Crossroads Institutes, the participants kept a journal. The following quotes from their journals provide a glimpse of their Crossroads experience:

"We had a guest speaker. He talked for a long time. It was worth it. He talked about crime and drugs. He really stressed the problem of African American and white teenagers going together."

"Today Brother Ajama taught us many things. Am really getting something out of his class. The main thing he taught us was respect and honor."

"We went to the Conway Nursing Home. I got to take the lady back to their room. She showed me a picture of her son. This was the high point of my day. I felt as if I could talk to her all day. Like I said yesterday, I can't wait for the rest of the week to come. I think each day will be better than the day before."

"Now that my time here is up, I wish I could stay for another week. It's been a turning point in my life."

"Today was interesting. The day was fun filled with activities and learning. I enjoyed the lectures- they were deep and inspirational. I learned more about my heritage while also learning more about myself."

"In our lectures the first night, it woke me up to reality. I truly want to read some of the books he presented to us."

"The lectures were pretty interesting. I think that they taught us a lot about our heritage."

"This was both a fun and educational week, and I made a lot of new friends (brothers)."

"Brother Ajama really touched me when he taught us about respect."

"At the nursing center, the people really touched me because someday I'm going to be like them. I also hope that children really care about me."

"Their lectures have shown me doors of opportunity that have always been there for me, but I've just been too ignorant to recognize them... have shown me how to respect myself and others more, they've taught me how to self-educate myself, and they've given me more input on what being a young African American male in this society is all about. These lectures encouraged me to do my best. The information presented today will always be a part of my decision making in years to come."

Crossroads Mentor Program

Mission: The purpose of the mentorship program is to match graduates of the Crossroads Institute with a mentor, preferably a teacher, who can assist them with the rigors of completing high school and college and beginning a career.

The foundation for the development of a state-wide mentor program was begun in the 1992-93 school year. The need for a mentorship program emerged to help keep the "graduates" of the Crossroads Minority Male Summer Institute focused and supported in their quest to go to college and consider education as a possible career option. At the same time, the efforts of the Big Brother/Big Sister Organization of Greater Columbia began to expand. The collaboration of these two agencies provided for the creation of the Crossroads Mentor Program.

Young men who participated in the Crossroads Institute during the summer of 1992 were asked if they would like to have a mentor based on the information that they received during the institute. Of the population of 100 young men, 21 indicated that they would be interested in this program. These young men and their parents received information that described the program and requested that the young men fill out a short interest survey that was used to facilitate the matching of the young men with a suitable adult mentor volunteer. These young men, in addition to the 27 who expressed a similar interest for a mentor from the 1993 Crossroads cohort will combine to form the first group of Crossroads Mentor Program participants.

The role of SCCTR will be one of limited staff support to the Big Brothers/Big Sisters Organization of Greater Columbia under the direction of Velma Love. Love, who directs the Mentor Center, will be directly responsible for the day to day operations of the mentor program. The SCCTR staff, under the leadership of the Minority Recruitment Specialist, will assist in the recruitment of mentors and any regional liaison contact persons to assist in the management of this statewide initiative. Initial start up funding is being sought from governmental, private, and corporate funding sources.

Summer Teaching Careers Institute

Mission: The Summer Teaching Careers Institute is designed to give outstanding rising high school seniors the opportunity to participate in a week-long program to interest them in the teaching profession.

The Summer Teaching Careers Institute is an effort to interest high school students in careers in education. The institute is an intensive, week-long program for rising high school seniors held for the past five years on the campus of Winthrop University. The Teaching Careers Institute was developed under the leadership of Dr. Patricia Graham, Associate Dean of the School of Education at Winthrop University and is directed by Ms. Joyce Veale.

Objectives

The objectives of the program are to provide those experiences, opportunities, and information listed below:

- The opportunity to work with outstanding public school teachers
- The opportunity to become acquainted with students from other areas of the state with similar career interests
- Information about opportunities available in the field of education and future trends in education
- Information about the educational preparation necessary for becoming a teacher in South Carolina
- Information about the teacher certification process
- Information about college financial aid, with particular emphasis on South Carolina teaching scholarship/loan programs
- Experiences that encourage the development of higher order thinking skills and problem solving
- Experiences that encourage the development of leadership, time-management, and human relations skills
- Educational experiences that model progressive teaching techniques and involve students in hands-on learning activities

The Teaching Careers Institute serves approximately 50 high school students who have an expressed interest in teaching as a possible career goal. A distinguished panel judges the applications and selects the participants. The members of this year's Selection Committee were: Cindy Carpenter, Special Education Coordinator for the School District of Lexington and Richland Counties; Dodie Magill, 1993 South Carolina Teacher of the Year; Janice Poda, Director of SCCTR; Steve Ebert, education professor at Coker College; and Don Patenaude, education professor at Columbia College.

The 50 rising seniors and 10 alternates are selected from among nominees proposed by South Carolina high school principals. The students selected are of high academic caliber. Staffing for the

institute includes (a) at least two public school teachers recognized as outstanding; (b) at least two outstanding college students majoring in education or pursuing teacher certification; (c) at least one college faculty member responsible for planning and participating in the week-long institute.

The institute is built around team problem-solving with the focus on the development of an advertising campaign for education. The program is well received in the schools, highly regarded by student participants, and highly productive in that a) creative advertising and marketing mechanisms have been developed, b) participants have been exposed to a college campus, c) participants have had extensive, guided experience in authentic problem solving and cooperative learning, and d) participants have explored some in-depth educational careers and opportunities.

On the last day of the institute, the participants present their marketing plans to a panel of judges. This year's distinguished panel of judges included: Betty Jo Rhea, Mayor of Rock Hill; Gail DiGiorgio, First Lady of Winthrop University; Carolyn Donges, State Department of Education; Orage Quarles, III, Publisher, *The Herald*; Preston Winkler, Director of Community and Government Affairs, USC-Columbia; Jane Sullivan, Recruiting New Teachers, Inc.; and Rob Youngblood, Rock Hill Chamber of Commerce.

The institute culminated in a luncheon where students received a certificate of appreciation for their participation and where the strengths of each campaign, as determined by the judges, was presented. The luncheon was followed with Mrs. Jane Sullivan, Recruiting New Teachers, Inc., as the guest speaker.

Teacher Cadet Program

Mission: The primary goal of the Teacher Cadet Program is to encourage academically-able students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about teachers and schools so that they will be civic advocates of education.

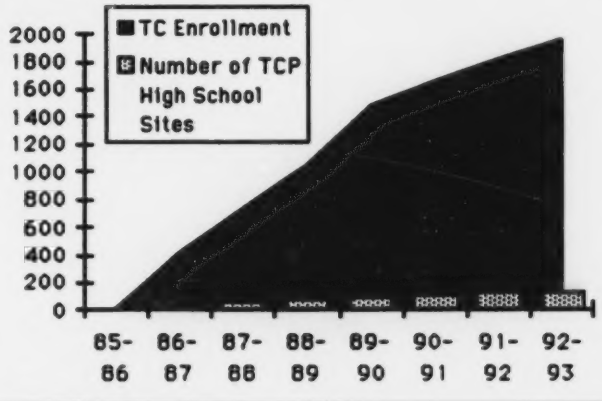
The Center continues to make a major financial commitment to its Teacher Cadet Program, which offers high school seniors and juniors with good academic, leadership, and interpersonal skills the opportunity to study the art and craft of teaching. An outstanding teacher with support from college faculty offers the daily course of classroom activities and field experiences. One hundred eighteen (118) high schools offered the Cadet program over two semesters; three schools offered an abbreviated one-semester version of the course but plan to implement the course over two semesters during the 1993-94 academic year. Fourteen (14) sites offered two classes of the Teacher Cadet Program.

The Center provides grants of up to $1,250 per site to support the program. This grant provides support for the class, for teacher training and materials, and for college involvement. College partners receive up to $500 per site to support the partnership. This amount was reduced from $750 per site during the 1992-93 school year. Each Cadet class receives a $250 grant to purchase supplies, curriculum materials, provide additional activities, etc. Approximately $500 is set aside for each site to cover training and materials costs incurred by the Center.

During the 1992-93 academic year, 122 high schools (118 sites) in 66 school districts offered the Teacher Cadet course to 1,928 students with grade point averages of 3.0 or better. Nineteen colleges and universities provided faculty to support the ninety-nine Cadet sites which elected to participate in a college partnership.

By the end of the 1992-1993 school year, over 9,200 academically talented high school students had completed this challenging year-long introduction to teaching.

TCP Growth: 1985-86 — 1992-93



Curriculum: The first edition of the Center's model Teacher Cadet curriculum, *Experiencing Education*, was written in 1986-87 and piloted dur-

ing the 1987-88 school year. In the spring of 1988, the Center worked with Dr. Kenneth Bower of the College of Charleston to revise the curriculum. A grant from the Hazen Foundation of New York allowed the Center to complete work on the curriculum and carry out the revisions.

The curriculum was further revised during the spring of 1989, based on recommendations by Teacher Cadet teachers. Curriculum activities were expanded to place more emphasis on teaching careers at the middle school and high school level. In cooperation with the Winthrop University department of special education, the Center developed a videotape for use in Cadet classrooms which describes the many different teaching opportunities available under the special education "umbrella" for use in Cadet classrooms.

A group of Teacher Cadet teachers and college partners met as a curriculum revision advisory committee in May of 1992. Based on their input and contributions, during the spring and summer of 1992, the Teachers in Residence and SCCTR staff revised the curriculum, including new activities and research in existing units as well as incorporation of the latest research on the school restructuring movement, teaching as a profession, technology, multiculturalism, instructional strategies, and education from a global perspective. Much of this current research was woven into the activities of the new fourth section, *"Pathways to the Future."*

"I owe a lot to the TCP. I was awarded the *Sally Mae Award*, a first year teacher's award, and feel the Teacher Cadet training assisted me in achieving this goal."

A Former Cadet

In addition, the teacher's manual which accompanies the curriculum was revised by the Teachers in Residence to update information for teachers and to provide additional alternatives for evaluation, recruitment, and program organization. The TC teacher's manual now includes a portfolio assessment format for the Cadet curriculum, a "Choices Club" for former ProTeam and other interested students in 9th through 11th grades, and a presentation packet for Teacher Cadet teachers to use to inform their faculties and other groups in their communities about the Cadet program's goals and curriculum.

During the summer of 1992, Virginia Ward, Teacher Cadet teacher from James Island High School, wrote reader activities to accompany *Annual Editions: Education 92/93*, a volume used for enrichment in Teacher Cadet classrooms. This set of activities was published and distributed to Teacher Cadet teachers in the fall of 1992.

In the summer and fall of 1992, Carol Smith, college partner from USC-Spartanburg, began working on a handbook for college partners, outlining roles and responsibilities, ideas for activities and instruction, and models of partnerships. With input from Teacher Cadet teachers, TIRs, Center staff, and college partners, Carol completed the handbook in the spring of 1993, and it will be used both in training sessions for new college partners and as a guide for existing college partnerships throughout the state.

In the fall of 1992, the TIRs and SCCTR staff also completed revisions of the out-of-state Teacher Cadet curriculum, suitable for adoption by schools and school districts in other states. Included in this edition were many of the new activities and units prepared for the revised in-state curriculum.

All of these revisions and new materials are now being used by the Cadet teachers and college partners.

TEACHER CADET PERSONNEL

Assistant Director: Rita Stringfellow, who filled the new position of Assistant Director in February 1992, served as a liaison between the Teacher Cadet Program and other Center programs and as a coordinator of Teacher Cadet activities. Among her responsibilities were working with the Teachers in Residence in planning and carrying out teacher training and conferences, assisting in coordinating activities with college partners, aiding in the development of long-range and short-range goals for the Teacher Cadet Program, and assisting with the expanding responsibilities associated with the Cadet Program, including site visits and mailings.

Teachers in Residence (TIRs): Rose Etta Schumacher, an English and Teacher Cadet teacher from Chesterfield High School, served her second year as a Teacher in Residence, and she was assisted by a new Teacher in Residence, Beth Havens, an English and Teacher Cadet teacher from North Myrtle Beach High School. They coordinated the Teacher Cadet Program and assisted teachers at each high school site in obtaining materials and human resources necessary to teach the course effectively. The Teachers in Residence also visited each site at least once during the school year and gave special attention to new and developing sites. They were assisted in these site visits by Carol Smith, a college partner from USC-Spartanburg; David Norton, SCCTR College HelpLine Teacher in Residence; Jeanne Sink, 1992 State Teacher of the Year; and Rita Stringfellow, Assistant Director.

> "The TCP helped me to confirm my decision to teach and I love being a teacher."
>
> *A Former Cadet*

At each site, the TIR or Center representative discussed teaching careers with the Cadets and provided details of the state's Teacher Loan Program, other teaching scholarship programs, the critical needs areas of certification, and the College HelpLine Program. In addition, the TIR discussed recruitment, enrollment, observations, and concerns with the Teacher Cadet teacher and worked with the teacher and college partner in ensuring appropriate services. The TIR met with administrators and guidance personnel at each site to share this information and to offer additional site support.

The Teachers in Residence also worked to ensure communication and sharing within the network of Teacher Cadet teachers through the quarterly publication of a newsletter, *CadetNet,* which was distributed to all Cadet teachers and college partners. The newsletter contained information about current education trends in the state and nation and highlighted activities and ideas from Cadet classrooms and college partnerships across the state.

The TIRs, with the assistance of SCCTR staff, also planned and conducted new Teacher Cadet teacher training, the Student Delegate Conference, and the fall Seabrook Curriculum Conference for Teacher Cadet teachers and college partners. Teacher Cadet Administrative Assistant Martha Kennedy assisted the TIRs and worked to ensure that TC teachers received materials that they needed from the Center.

Evaluation

National research data indicate that a very small percentage of students (four to seven percent) with grades in the 3.0 to 4.0 GPA range have any interest in teaching as a career. In the face of this grim statistic, the Teacher Cadet Program is luring an unprecedented number of talented young people into initial teacher training.

The S. C. Educational Policy Center (SCEPC)

at the University of South Carolina has studied seven groups of Cadets thus far (1986-87, 1987-88, 1988-89, 1989-90, 1990-91, 1991-92, and 1992-93). SCEPC's findings confirm that the Cadet program has made significant in-roads in recruiting young people who are high academic achievers.

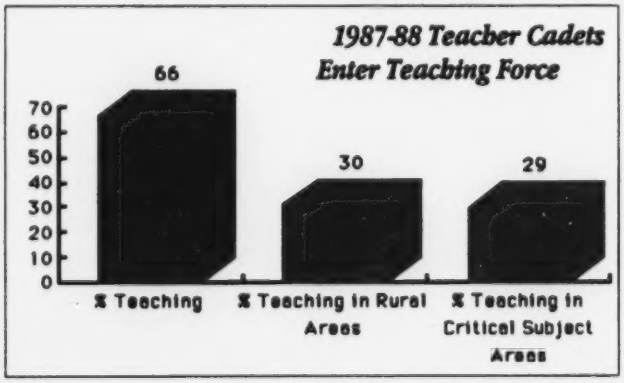
An average of 38 percent of all students who have taken part in the Teacher Cadet Program indicated plans to pursue teaching credentials when they reached college. Of the 1993 Cadet class, 36% indicated plans to enter teaching on the post-course survey.

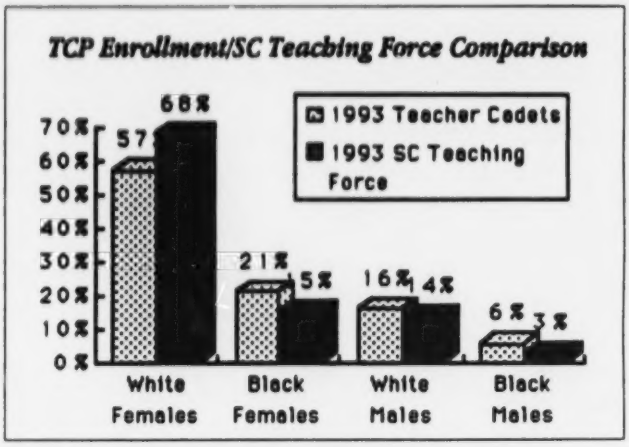
The 1993 survey by the SC Educational Policy Center included a narrative survey of all Cadet teachers, college personnel, and a pre- and post-survey of the 1993 Cadets. In addition, the 1987-88 Cadet cohort was surveyed to research the long-range impact of the TC experience on their career choices. The Educational Policy Center's research offers some useful insights into Teacher Cadets and the Teacher Cadet Program:

TCP Evaluation Conclusions

1) The TCP is attracting bright capable students.

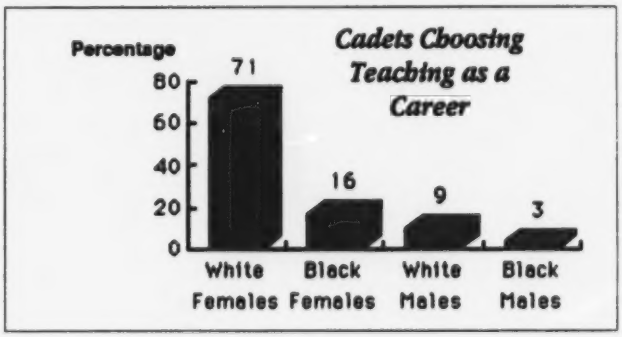
- The average SAT score for the 1992-93 Cadets was 982 as compared to a state average of 831 and national average of 899.
- 57% of the Cadets reported being in the top 10% of their class and an additional 31% of the Cadets reported being in the top 20%.





2) The TCP is an effective recruitment tool for recruiting males and minorities for a career in education.

- TCP has a greater percentage of males participating (22%) than the percentage of male teachers in SC (17%)
- The percentage of minority females (21%) participating in TCP exceeds the percentage of minority female teachers in SC (15%)



3) The TCP is effectively encouraging teaching as a career choice.

- 36% of the 1992-93 Cadets chose teaching as a career
- 11% of the Cadets indicating a desire to teach stated they wanted to teach special education

4) Former Cadets do become certified teachers in South Carolina.

- At least 157 former Teacher Cadets from the 1987-88 cohort are currently certified to teach in South Carolina
- 15% of these teachers indicated at the end of the TCP that they did not want to teach, but, in fact, did change to teaching as a career choice while in college

5) The TCP was instrumental in former Cadets becoming teachers.

6) The TCP is working because of the effective components of the program.

- College Partnerships, field experiences, SCCTR services

1992-93 Recommendations

1) The requirements for a student to be eligible for the TCP should be maintained and compliance should be encouraged.

2) The SCCTR should develop and maintain a database of current and former Cadets to determine how many Cadets become employed in the field of education.

3) The college partners and TC teachers should have a mechanism developed and recommended by SCCTR to assist college partners and TC teachers in forming a dialogue about roles and responsibilities.

4) The SCCTR should encourage and facilitate more joint planning between the Cadet teachers and college partners.

5) The SCCTR should annually remind school administrators of the desirable qualities of a TC teacher and how critical the selection of teachers is to the program.

6) The SCCTR should develop materials that TC teachers could distribute to principals at field experience sites to increase awareness of the TCP.

7) College partners should be encouraged to identify and work with former Cadets who are students on their campus (e.g. clubs, etc.).

> "The TCP was excellent for me. I learned so much and my excitement for teaching grew in that year. I would love to work with a Cadet in my classroom because I know the effect it had on me. The more Cadets that can be in the classroom, the better. They need to see and have these experiences."
>
> *A Former Cadet*

8) The Teachers in Residence and TC teachers should collaborate with the College Partners to arrange more on-campus activities for Cadets.

9) Ways should be found that would allow more site visits by the Teachers in Residence.

10) The SCCTR should continue the present services offered to TC teachers but should seek recommendations for improvement of the student delegate conference and the newsletter.

11) The SCCTR should provide regional TCP activities to allow teachers, college partners, and Cadets more networking opportunities.

12) The SCCTR should continue to provide a high level of support for new teacher training, the teacher stipend, the fall conference, as well as its responsiveness to teacher concerns.

Other Developments: National interest in the Teacher Cadet Program continues to grow. SCCTR has trained teachers, college personnel, and

administrators in the Cadet curriculum from Seattle and Mt. Ranier, Washington; Knoxville, Tennessee; Union City, California; Lovejoy, Norcross, Atlanta, and Hephzibah, Georgia; Oklahoma City, Oklahoma; Charlottesville and Fairfax County, Virginia, and Nagadoches, Texas. SCCTR has also received inquiries about training from school districts and colleges in many other states. The state of Oklahoma has implemented the Teacher Cadet and ProTeam programs statewide. Profits from the sale of the Teacher Cadet curriculum are reinvested in SCCTR programs.

Teacher Cadet Program Featured in KAPPAN: The Teacher Cadet Program was featured in an article in the February 1992 issue of *KAPPAN* which referred to the South Carolina Cadet program as the prototype for the nation.

The 1993-94 School Year: The Center has confirmed that 130 high schools (127 sites) in 66 school districts will take part in the Teacher Cadet program during 1993-94, with an estimated student enrollment of 2,100. Nineteen colleges and universities are expected to support these sites. About fourteen high schools will offer more than one section of the Cadet program, because of enrollment demand.

> "I feel that the TCP was the turning point in my career decision. Many of my friends were also in this class and decided that education was not for them. These students may have received a degree in education and hated teaching if they had not been exposed to teaching in high school."
>
> A Former Cadet

1992-93 Teacher Cadet Activities

▼ August 11-12, 1992 - ProTeam Teacher Training

The SCCTR staff conducted a two-day training in Columbia for new ProTeam teachers. As a part of the training, Teacher Cadet Teachers in Residence presented information about the Teacher Cadet Program and about ways to coordinate activities between ProTeam and Teacher Cadet sites.

▼ August 13, 1992 - Teacher Cadet Make-up Training

In August the SCCTR staff conducted a one-day make-up training in Columbia for teachers and college partners who were unable to attend the spring training session. Nine teachers, six college partners, and nine out-of-state guests participated in this training. This training was the first of six days of in-service activities for new and/or experienced teachers.

▼ October 28-30, 1992 - Fall Curriculum Training, Seabrook Island

For the sixth year, teachers from all of the Teacher Cadet Programs throughout the state gathered at Seabrook Island's St. Christopher's Episcopal Camp near Charleston for a two-and-one-half day curriculum conference. Eighty-four teachers attended the training. The theme for the conference was "Pathways to the Future" and included concurrent sessions on technology, whole language, the National Board for Professional Teaching Standards, portfolio assessment, diversity in the classroom, critical teaching needs areas, and ProTeam/Teacher Cadet connections. Teachers were given copies of the new TC curriculum, and sessions and activities focused on new elements of the curriculum.

For the first time, college partners from across the state attended the conference and were given time to work with Teacher Cadet teachers in planning activities for the coming year and to participate with Teacher Cadet teachers in activities designed to foster better communication. The college partners also attended sessions designed for their own

needs, addressing problem areas, working on standardization of partnerships, and discussing issues of concern.

The conference culminated with a keynote presentation by Andrew Calkins, Executive Director of Recruiting New Teachers, Inc., who shared with the teachers and college partners the powerful impact that South Carolina's Teacher Cadet Program is having on teacher recruitment efforts nationwide.

▼ ***November 13, 1992 - ProTeam/ Teacher Cadet "Making Connections" Conference***

The Center sponsored the first regional meeting for thirty ProTeam and Teacher Cadet teachers in the eastern part of the state. The theme of this one-day conference held at Francis Marion University was "Making Connections," and Teacher Cadet and ProTeam teachers worked together to plan activities to build a strong partnership between the two programs and to develop a timeline for implementing their strategies and activities. A number of ProTeam and Teacher Cadet teachers shared ideas that they've found to be successful and presented ways to include ProTeam students in Teacher Cadet curriculum activities and projects and vice versa.

"The TCP has added to my professional growth. The Cadets who enroll in my undergraduate class are outstanding students."
A College Partner

▼ ***January 18, 1993 - IBM Training for Teacher Cadet Teachers***

Teacher Cadet teachers across the state were invited to participate in a partnership with IBM. In January, six teachers from selected sites were trained in Columbia in the use of IBM computers. The training was conducted by Susan Vance and Cappe Manuel, educational consultants with IBM. During the end of February and beginning of March, IBM computer labs were set up at these sites, and Teacher Cadets had the opportunity to explore the use of computers and technology in their own classrooms.

▼ ***January 28, 1993 - Leadership SC Conference***

Teacher Cadet Teacher in Residence Rose Etta Schumacher served as a panelist for the Leadership South Carolina Conference which was held at Winthrop University. The topic was "Dilemmas in Education" which included controversial issues such as school choice, the teacher as a professional, and restructuring.

▼***February 3, 1993 - Annual Governor's Conference in Education***

Teacher Cadets from Richland Northeast High School served as ushers at the governor's annual state-wide meeting in Columbia. The students enjoyed hearing motivational speakers and meeting educators from across the state.

▼ ***February 11, 1993 - Student Delegate Conference***

In February, approximately 450 Cadet delegates and their Teacher Cadet teachers took part in an all-day conference in Columbia. The theme for this year's conference was "Share a Dream: Teach." The Cadets brought to the conference exemplary projects which they had completed throughout the year, including videotapes, hypercard stacks, posters, children's books, puppets, and model schools. These projects will be housed at the Center for use in teacher training and display.

The conference began with a multi-media presentation by IBM, and Cadets participated in concurrent sessions including topics such as multicultural education, self-esteem, special education,

technology in the classroom, restructuring, and diversity in learning styles. The Cadets also participated in sharing sessions with other Cadets, and keynote speaker Senator Maggie Wallace Glover spoke to the Cadets about the importance of education and their role as future state and national leaders.

▼ ***February 18, 1993 - Secretary of Education's Address***

In February, Teacher Cadets from Airport High School, along with SCCTR staff, were invited to attend Secretary of Education Dick Riley's address at the University of South Carolina in Columbia. The Cadets heard Riley's talk about promoting school reform and enjoyed the opportunity to meet Riley and other educators.

▼ ***February - April, 1993 - Out-of-State Training***

In February, Teacher in Residence Rose Etta Schumacher and Carol Smith, college partner from USC-Spartanburg, conducted training in the Teacher Cadet curriculum at Metro RESA in Atlanta, Georgia for area schools. Mrs. Schumacher also conducted a training at Stephen F. Austin State University in Texas in April. She and Carol Smith, and Virginia Ward, conducted trainings in Oklahoma, Georgia, Maryland, and Arkansas during the summer of 1993.

National interest in the Teacher Cadet Program continues to grow. The SCCTR has now trained teachers, college personnel, and administrators in the Cadet curriculum in nine states. The SCCTR has also received inquiries about training from school districts and colleges in many other states. Profits from the sale of the Teacher Cadet curriculum are re-invested in SCCTR programs.

> "Working with high school teachers and Cadets have helped us relate to public schools in different and improved ways."
>
> *A College Partner*

▼ ***March 1993 - Cadet Program featured in "Educational Leadership"***

The Teacher Cadet Program and the Teacher in Residence model as a professional development opportunity were featured in an article written by Teacher Cadet Teacher in Residence Beth Havens in the March 1993 issue of *Educational Leadership*. The March issue focused on "The Teacher as Professional." Beth's article was a first-person description of the challenges and rewards experienced by TC teachers as they coordinate field experiences and other curriculum activities for their students, participate in Teacher Cadet conferences, and examine their roles as professionals.

▼ ***March 30 and 31, 1993 - New Teacher Training***

The SCCTR conducted a two-day training session focused on the Teacher Cadet curriculum, *Experiencing Education*. The training included strategies for new Teacher Cadet instructors to use for recruiting, grading, working with college partners, planning field experiences, and using the curriculum. There were fifteen participants, including new teachers at existing sites, new college partner representatives, new SCCTR staff, and 3 out-of-state participants from Georgia and Washington.

▼ ***Regional Teacher Cadet Conferences***

In addition to these statewide events, many Teacher Cadets and their teachers participated in special regional activities and conferences sponsored by their college partners. At a number of college sites, college partners hosted conferences with keynote speakers and concurrent sessions, receptions for Cadets and their parents, and "Cadet Days" at which Cadets had the opportunity to share

ideas, projects, and activities with other Cadets in the college's network. Teacher Cadet Teachers in Residence and administrative staff also participated as speakers and session presenters at several of these regional activities.

Quotes From Former Teacher Cadets Who Are Now Teachers

"I feel my experience with the TCP is one that will always be beneficial to me. I found many of my "methods" classes in college to be extremely easy because I received such a strong foundation in the program. I was hired as a first-year teacher with no experience by a wonderful school district and I feel my participation in the program played a vital role."

"I owe a lot to the TCP. I was awarded the *Sally Mae Award*, a first year teacher's award, and feel the Teacher Cadet training assisted me in achieving this goal."

"The TCP helped me to confirm my decision to teach and I love being a teacher."

"The TCP was excellent for me. I learned so much and my excitement for teaching grew in that year. I would love to work with a Cadet in my classroom because I know the effect it had on me. The more Cadets that can be in the classroom, the better. They need to see and have these experiences."

"I feel that the TCP was the turning point in my career decision. Many of my friends were also in this class and decided that education was not for them. These students may have received a degree in education and hated teaching if they had not been exposed to teaching in high school."

"I had a wonderful experience in the TCP and would definitely encourage any high school student who is interested in becoming a teacher to participate. The TCP paired with a motivating teacher as well as an enlightening classroom experience is a truly valuable resource for future teachers."

"In the TCP I was exposed to all facets of education. I promote teaching as a career because I love it. I want others who are involved with educating children to develop a love for it also."

> "In the TCP I was exposed to all facets of education. I promote teaching as a career because I love it. I want others who are involved with educating children to develop a love for it also."
>
> *A Former Cadet*

Quotes from College Partners

"It is rewarding to see Cadets study education. The TCP has increased education enrollment in our institution."

"The TCP has increased our awareness of school issues, encouraged Cadets to come to our institution and to be successful in their course of study."

"The TCP has added to my professional growth. The Cadets who enroll in my undergraduate class are outstanding students."

"Working with high school teachers and Cadets has helped us relate to public schools in different and improved ways."

"The TCP keeps us aware of the need to produce quality results in teacher education programs."

"Conferences, networking, and recruiting for our institution help the promotion of the teaching profession."

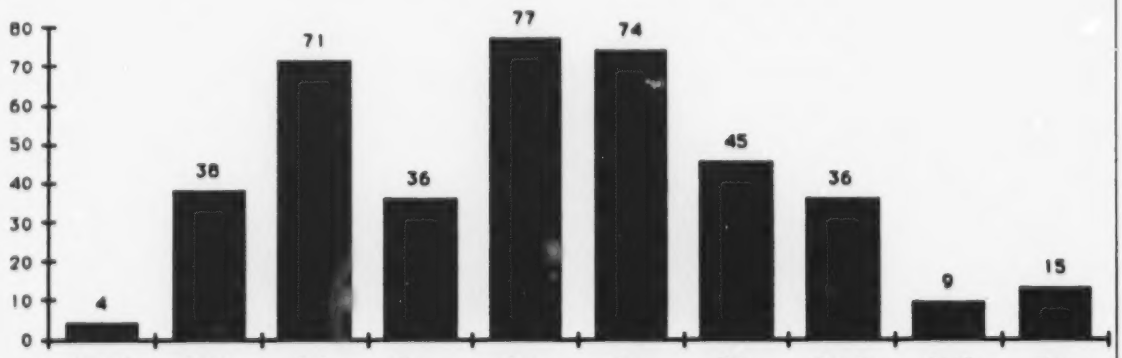
College HelpLine

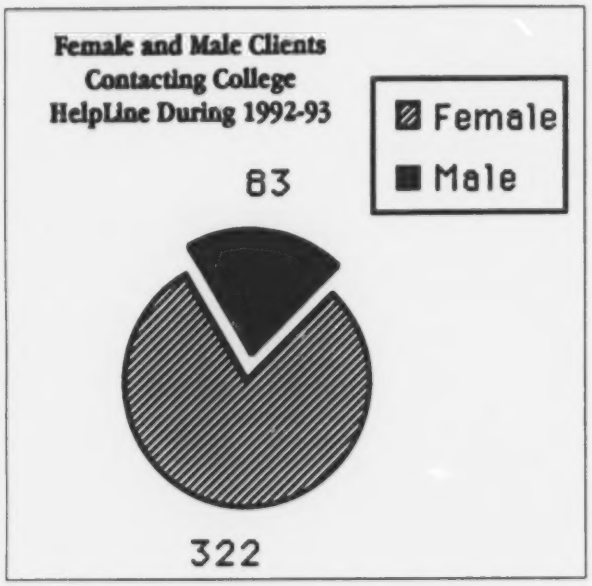
Mission: The primary purpose of the College HelpLine Program is to work with students in the Teacher Cadet Program as well as others who need help getting into college. Priority is given to minorities, first generation college bound students, and those planning to teach. The two basic goals in the program are: 1) to assist the student with the college admission process; and 2) to provide the student with information on financial aid.

College HelpLine, established primarily as a minority initiative for teacher recruitment, completed its fourth year of service. Over 400 individuals contacted the HelpLine during the 1993-94 school year requesting the services offered. This number reflects clients seeking materials that were mailed from the Center. Many more calls were answered that were of an investigatory nature and only required the Teacher in Residence's time and consultation. Most of these calls were not counted in the 400 mentioned above. The number of students in the program has steadily increased during the four years of the program. From the first year of serving approximately 35 students to 101 students during the 1990-91 school year to about 200 students during 1991-92, the mission for this program is being addressed.

Many students with an interest in attending college do not receive the necessary advice and support needed to enroll in higher education. This support is especially needed by minority, first generation college bound, and low-income students who are least likely to receive help from guidance counselors, parents, or college admissions offices. In response to this problem, SCCTR sought funds in the 1989-90 fiscal year budget to start the College HelpLine Program.

Number of Contacts on a Monthly Basis for 1992-93





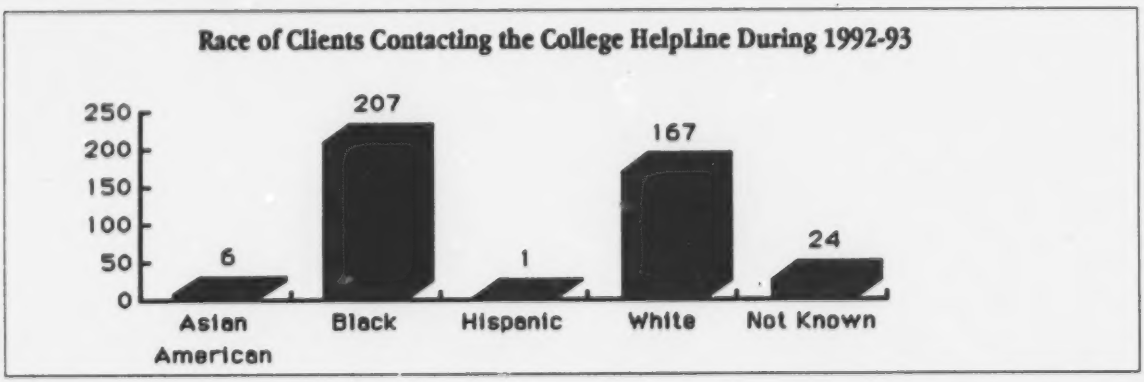
There are many minority students and others who need guidance and nurturing through the college application process. The Center's program serves as a liaison between the high schools and the college admission and financial aid representatives. College HelpLine tries to get students past the roadblocks that may discourage the prospective college student, as well as his or her parents, from pursuing a college education. College HelpLine also offers an established network of college admissions and financial administrators to facilitate students and parents in gaining college enrollment.

During 1992-93, the single largest group seeking assistance were high school seniors. Many other individuals also called the HelpLine, including PTA members, guidance counselors, individuals looking to enter the teaching profession from other careers, parents seeking funds for their child's education, former Teacher Cadets seeking to become education majors from other career majors, and present teachers looking for other avenues in education.

The single most often asked question of the HelpLine was related to financial aid. The Center has become a clearinghouse for free applications for Federal Student Aid, the Teacher Loan Program, Governor's and Paul Douglas Teaching Scholarships, and the Stafford Loan Program. Many other requests came for scholarship information for individual schools and private scholarship agencies.

The College HelpLine Program maintains an up-to-date library of college and university catalogs and sources of financial aid. A project is presently underway involving the financial aid officials at the various colleges and universities in South Carolina and the high school guidance counselors around the state to produce a scholarship booklet that will be available in late Fall of 1993.

Our research has shown that many South Carolina students have never been on a college campus when it comes time for them to decide where they are going to attend college, if in fact they are going to college. SCCTR has made available limited funds to Teacher Cadet teachers to sponsor visits to college campuses.



In addition to the limited funds available to facilitate a student's visit to a college, there are, in extreme hardship cases, other specific funds and arrangements made by SCCTR to facilitate the transition from high school to college. During 1992-93, SCCTR provided 26 such students with an average of $110.00 each to help with expenses incurred during the college application and admissions process.

In an attempt to spread the word about the services of the HelpLine and to reach several of our target groups, namely male and minority students, representatives from the Center attended the South Carolina Athletic Association Directors Meeting in Columbia in January. During the meeting, the special relationship that exists between coaches and athletes and the influence coaches can have on student athletes was discussed. Many students do not effectively utilize the services of guidance counselors. By getting coaches involved, SCCTR hopes to reach more young people with the services of the HelpLine.

"Thanks to you and the College HelpLine some of our worries are over.... It's good to know someone wants to see young people succeed. It's dedicated teachers like you that encourage kids like us, especially Cadets, to be great teachers!"

Eau Claire Teacher Cadets

Typical questions asked of the HelpLine include inquiries about:

- graduate studies for "burning out" teachers so they can take advantage of the Teacher Loan Program to become certified in critical shortage areas
- the Teacher Loan, in general, and how to complete forms
- how to complete the FAFSA (Free Application for Federal Student Aid) forms
- general scholarship, grants, and loan information
- career opportunities in teaching (i.e., special education as an alternative to early childhood education or elementary education)
- changing to an education major from some other career track due to Teacher Cadet experience
- financial assistance with SAT/ACT preparation, tuition advance, room deposit, travel to visit colleges, and application fees
- the status of admissions, scholarships, financial aid, etc. at the college the client will be attending

College HelpLine Personnel

Serving his first year as the College HelpLine Teacher in Residence was David Norton, a science teacher and coach at Fort Mill High School. David's background in science and research assisted him greatly in developing a database to track College HelpLine contacts. He will continue as the College HelpLine specialist and Teacher in Residence in 1993-94.

During the 1992-93 school year, the College HelpLine Program accomplished the following:

- more than doubled the number of contacts
- produced a user-friendly newsletter that received compliments from guidance counselors, students, and Teacher Cadet teachers
- created a database to track College HelpLine contacts and to produce useful statistics for evaluation purposes
- visited the admissions and financial aid offices of more than 25 college and universities in South Carolina to explain College HelpLine Program, gather information about the college/university, and to establish contacts

Goals for the 1993-94 school year:

- College HelpLine brochure for high school juniors and seniors
- College HelpLine College/Financial Aid Game for Teacher Cadets
- Retired teachers assistance with completing financial aid applications
- Working with black church leaders around the state
- An article in *The State* Newspaper's "College Guide for High School Students" that is printed in August
- Public service radio spot advertising
- Article/ad using *The Black News* organization to target African Americans
- HyperCard program on SCCTR and the various job opportunities in education
- ProTeam/College HelpLine brochure for middle school students

"The program's availability and accessibility were beneficial."

A Teacher Cadet Teacher

In addition, the College HelpLine Program will continue to reach more males. Only 21% of the calls in 1992-93 came from males. While this is not as high as we would like it is still higher than the current percentage of males teaching in South Carolina (17%). High school guidance counselors are a significantly important target group for communicating information about the teaching profession and the College HelpLine Program. We will continue to work on increasing awareness among this group. The College HelpLine Program has been especially successful in reaching students in the Teacher Cadet Program. We will continue to look for ways to reach students who are not enrolled or who do not have access to a Teacher Cadet Program. The Teacher Cadet teachers have been an invaluable resource in communicating information about the College HelpLine Program to students. We will continue to remind them about the financial resources at the Center to assist students with college visitation expenses. We will also look for other methods of reaching students who are interested in a college education and teaching.

Evaluation

The South Carolina Educational Policy Center conducted an evaluation of the College HelpLine Program for the 1992-93 school year. To facilitate the study, 253 students, 98 Teacher Cadet teachers, and 21 parents who had been served by the program from August 1992 to April 1993 were contacted. Students were sent surveys; parents and teachers were interviewed by telephone.

Survey results indicated that most students learned about College HelpLine through the Teacher Cadet Program while parents learned about the program through their children. For students, teachers, and parents, financial assistance and vouchers were identified as the most helpful services provided by the HelpLine.

While a majority of the almost 400 clients contacted indicated that they were pleased with both the types and quality of services provided by College HelpLine, suggestions for improvement were also offered. Based upon client suggestions and the findings of the study, it is recommended that:

1) College HelpLine continue to develop and expand its data base.

2) Efforts to promote College HelpLine be continued.

3) The staff of College HelpLine be increased.

4) The term of service of the HelpLine counselor be extended.

Quotes About the College HelpLine Program's Teacher in Residence

"Your enthusiasm for the profession is certainly evident. Thank you for sharing your wit, intellect, and life episodes with us...."

A College Partner

"The Teacher Cadets said that you did a great job in giving them information which was timely, useful, and very valuable."

A Teacher Cadet Teacher

"Thanks to you and the College HelpLine some of our worries are over.... It's good to know someone wants to see young people succeed. It's dedicated teachers like you that encourage kids like us, especially Cadets, to be great teachers!"

Eau Claire Teacher Cadets

"Our telephone conversation really helped set my mind more at ease about going to USC. Wisdom from someone as experienced as you in the college environment is very valuable to me. Good news for me came today. Applied to SC Honors College...they called today to ask me to set up personal interview..."

Immensely Thankful,
Crellen

"A sincere thanks for your cooperation, time, and funds. It was greatly appreciated."

Thanks again,
Natricia

"I can't thank you enough for the information and help you've given me. Your generosity is greatly appreciated."

Thank you,
Erica

Miscellaneous College HelpLine Information for 1992-93

Breakdown of education majors	Total Number	%
Education (no preference)	38	18.6
Secondary	66	32.4
Elementary	61	29.9
Early Childhood	15	7.4
Special Education	24	11.8

Other:

- Number of parents making initial contact with College HelpLine - 34
- Number of Teacher Cadets that stated they will become teachers - 127
- SAT score range (not all clients reported SAT scores) - 470 to 1390
- Average SAT score of education majors contacting CHL - 883
- Average SAT scores of education majors contacting CHL that were Teacher Cadets - 893 (Range 610 to 1390)

How Clients Learned About CHL:

- Teacher in Residence - 36.9%
- Teacher Cadet Teachers - 35.7%
- Guidance Counselors - 8.4%
- CHL activity (poster, ad, etc.) - 2.5%
- Other or not known (includes friends, ETV, Financial Aid Directors) - 16.5%

Distribution of Teacher Loans by South Carolina Institutions

Public Institutions	1992 # of loans	1992 Amount of loans	1993 # of loans	1993 Amount of loans
Clemson University	259	$580,417	235	$582,432
Coastal Carolina	72	$197,786	41	$108,823
College of Charleston	103	$299,157	134	$358,948
Francis Marion University	110	$214,036	86	$199,218
Lander University	56	$134,705	48	$112,357
S.C. State University	20	$ 49,158	10	$ 28,100
The Citadel	9	$ 33,500	27	$ 95,181
USC - Aiken	39	$ 99,498	40	$ 97,455
USC - Columbia	238	$678,172	258	$926,174
USC - Salkahatchie	2	$ 4,625	0	-0-
USC - Spartanburg	42	$101,275	32	$ 78,733
USC - Sumter	11	$ 23,250	7	$ 9,062
USC - Union	1	$ 4,000	0	-0-
Winthrop University	196	$472,506	258	$630,839

Private Institutions	1992 # of loans	1992 Amount of loans	1993 # of loans	1993 Amount of loans
Anderson College	4	$ 6,563	21	$ 48,854
Charleston Southern Univ.	11	$ 24,230	13	$ 24,502
Benedict College	1	$ 3,821	0	-0-
Central Wesleyan	11	$ 30,500	16	$ 56,125
Coker College	23	$ 56,050	39	$114,550
Columbia College	164	$424,507	211	$553,529
Converse College	38	$104,356	73	$208,948
Erskine College	43	$101,937	32	$ 79,250
Furman University	43	$114,042	17	$ 47,175
Limestone College	2	$ 4,000	4	$ 13,500
Newberry College	22	$ 49,749	31	$ 58,167
Presbyterian College	33	$ 79,625	40	$102,625
Wofford College	4	$ 10,000	2	$ 2,625

South Carolina Teacher Forum

Mission: The purpose of the South Carolina Teacher Forum is to give recognition to the state and district teachers of the year, to develop teacher leadership among this outstanding group, and to give the teachers a voice in educational issues that face teachers today in an effort to recruit and retain the best and brightest teachers in the classrooms of South Carolina.

THE BEGINNING... THE NATIONAL TEACHER FORUM

In March 1986, the Education Commission of the States convened the first National Teacher Forum, bringing together 56 exemplary teachers to explore policy issues in education. The mission of this forum was "to shift the focus of the reform movement from ***teachers as objects*** of reform to ***teachers as partners*** in reform." At this National Teacher Forum, the teachers addressed the state of education in America's schools, the quality of work life in the teaching profession, the impact of recent state policies that affect teaching, and the next steps policy makers needed to take to enable teachers to do their jobs more effectively.

Theresa K. (Terry) Dozier, 1984-1985 SC Teacher of the Year and the 1985 National Teacher of the Year and Cindy Carpenter, Lexington Five District Teacher of the Year, represented South Carolina educators. Returning home, Terry and Cindy, along with Dr. James Rex, then Dean of the School of Education at Winthrop University, immediately began working to establish the SC Teacher Forum to accomplish on a statewide level what the National Teacher Forum had done for teachers from across the country.

Established by the South Carolina Center for Teacher Recruitment as part of its mission to improve teacher retention, the South Carolina Teacher Forum offers the outstanding teachers from across South Carolina experiences in professional development, discussions on national, state, and local educational issues, and dialogue with key leaders and policymakers about a variety of topics affecting the educational system.

The South Carolina Teacher Forum is a voluntary, non-partisan organization unaffiliated with any other teacher organization in the state. Membership in the South Carolina Teacher Forum is limited to teachers of the year from all South Carolina school districts which select such an individual. Since the Forum was organized in April 1986, membership has grown to over 400, with approximately sixty new members added each year.

The South Carolina Teacher Forum is chaired by the current South Carolina Teacher of the Year, who heads a Leadership Council selected annually by Forum members. Each year, The Leadership Council determines the issues for exploration at upcoming conferences and invites speakers and conference presenters with expertise in those issues for conference functions. Forum speakers have included Dr. John Goodlad and Dr. Phillip Schlechty. Finally, The Leadership Council publishes each year's conference results in a product which summarizes the conferences' issues and which is shared with

South Carolina Teacher Forum members and key education policymakers throughout the state. One recent South Carolina Teacher Forum product of significance was the Business Roundtable report, *Face to Face,* which brings together key business leaders and the state's teachers of the year to discuss educational improvement.

The successes of the South Carolina Teacher Forum and its positive, constructive format have resulted in the formation of fourteen local and regional teacher forums representing 33 school districts, with other districts and regions requesting information on starting their own local forums.

Through this state-wide network of South Carolina's most outstanding teachers, the South Carolina Teacher Forum seeks further professional development opportunities for these teachers to impact on South Carolina's educational systems through interaction with policymakers, business leaders, and most importantly, other teachers.

A BRIEF HISTORY OF SOUTH CAROLINA TEACHER FORUM ACTIVITIES

1985-1986 SC TEACHER FORUM

- Shared ideas and experiences in first ever SC Teacher Forum conference
- Compiled report outlining "Things that Teachers Appreciate" and "Areas that Need the Attention of Policymakers"
- Published and distributed the report to legislators, district school superintendents, and other state leaders
- Pledged to "do our part in creating a renaissance of teaching"

1986-1987 SC TEACHER FORUM

- Identified top priority issue as "gaining the time to teach our best"
- Published the report booklet, ***A Teacher Prepared***, which dealt with paperwork and non-instructional duties
- Produced two videotapes of teachers and legislators discussing the issues of paperwork and non-instructional duties
- Forum members invited legislators to spend half-day visits in their schools to view "the real life of the school"
- Hosted Bob Palaich and Shirley Wells of the Education Commission of the States at the Forum's annual conference

1987-1988 SC TEACHER FORUM

- Assembled panel of experts to explore implications of basic skills testing and accountability
- Participated in a two-hour dialogue with experts on these issues
- With SC ETV, produced a ninety-minute edited videotape of this important discussion
- Published a special four page supplement in SC Department of Education's publication ***South Carolina Schools*** which summarized critical points on testing issues and provided information about the SC Teacher Forum
- Produced transcript of videotape for distribution to interested persons

• Received funds from a grant request to SC Committee for the Humanities to fund a future SC Teacher Forum project

• Compiled a notebook of local and state teacher forum information

1988-1989 SC TEACHER FORUM

• Identified open and frank communication with business leaders as a top priority

• Sponsored a two-hour discussion with key business leaders from throughout South Carolina centering around the three topics "What Business Needs to Know about Schools," "What Teachers Need to Know about Business," and "How Business Can Help Schools"

• Wrote and readied for later publication key presentations and discussion points from this dialogue called ***Face to Face: A Business Roundtable Report***

1989-1990 SC TEACHER FORUM

• Identified the need for information about the state and national movements in educational restructuring

• Sponsored the first overnight SC Teacher Forum Conference

• Explored issues of school change and teacher leadership in the first ever two-day SC Teacher Forum conference

• With Dr. Patricia Wasley, investigated current restructuring experiments across the country, such as Ted Sizer's Coalition of Essential Schools at Brown University

1990-1991 SC TEACHER FORUM

• Printed and distributed to key educational and business leaders the report ***Face to Face: A Business Roundtable Report*** produced by the 1988-1989 SC Teacher Forum

• Continued emphasis on state and national restructuring movements

• Participated in dialogue sessions and question and answer periods with nationally recognized education reformers Dr. John Goodlad and Dr. Phillip Schlechty

• Explored current state initiatives in school reform and restructuring through presentations by SC's only school participating in the Coalition of Essential Schools project and three schools currently restructuring through the programs sponsored by The SC Center for the Advancement of Teaching and School Leadership

• Conducted a question and answer period with South Carolina's State Superintendent of Education, Dr. Barbara S. Nielsen

• Attended The National Education Goals Awareness Symposium where presentations were given by Christopher Cross, Assistant US Secretary for Education, and David Hornbeck, Board Chairman of The Carnegie Foundation for the Advancement of Teaching

1991-1992 SC TEACHER FORUM

• Developed SC Teacher Forum logo

• Produced and submitted two grant requests to a regional educational foundation for additional funds to expand SC Teacher Forum activities

• Created and initiated publication of a quarterly newsletter mailed to all SC Teacher Forum participants since 1985

• Assisted with the development of four new local teacher forums

• Began work on a Local Teacher Forum Training Handbook for use by teachers who wish to begin their own local forums

• Emphasized the role of information age technology in the classroom during a two-day "Leap into the 21st Century" Teacher Forum conference with the assistance of Gail Morse, award winning technology teacher and Christa McAuliffe Scholar

1992-1993 SC TEACHER FORUM

• Conducted bi-monthly meetings with South Carolina's State Superintendent of Education, Dr. Barbara Nielsen, to share the teacher perspective on current educational events/trends.

• Hosted and co-sponsored with SC Department of Education, Commission on Higher Education, and the National Board for Professional Teaching Standards South Carolina's first statewide forum on the development of national teaching standards. A panel made up of teachers, legislators, businessmen, State Superintendent of Education, Dr. Barbara Nielsen, and Commissioner on Higher Education, Fred Sheheen reacted to a presentation by Ms. Yolanda Rodriquez, NBPTS Teacher in Residence, and Joe Delaney, SC representative on the NBPTS board.

• Emphasized the role of teachers as leaders in educational reform.

• Coordinated a course in curriculum leadership for members of the Leadership Council with Dr. Barnett Berry of USC, which included writing for publication a teacher leadership document.

• Investigated issues of teacher leadership with Ms. Terry Dozier, 1985 National Teacher of the Year and currently Special Advisor to Secretary of Education Dick Riley and the need for the development and support of local forums throughout SC.

• Coordinated four regional conversations between local forums and Dr. Barbara Nielsen including a statewide televised question and answer session with the School District Five of Lexington and Richland Counties and Richland One local teacher forums.

• Lead effort to have State Teacher of the Year selection take place in spring so Teachers of the Year can serve a school year rather than a calendar year. This change was approved by the State Department of Education and will take effect in the spring of 1994. Formed a committee of Teacher Forum members who will examine other aspects of the selection process and criteria for State Teacher of the Year selection.

• Hosted South Carolina State Teacher of the Year finalists' luncheon which was preceded by a meeting of all former SC Teachers of the Year to explore avenues for their continued involvement and leadership in education issues.

• Provided support, including speakers, facilitators, and professional development materials for 14 local forums on an as needed basis.

• Revised local forum handbook to assist teachers in establishing local forums.

• Assisted with the development of two new local Teacher Forums.

• Published an article in *Palmetto Administrator* on the critical role of teacher retention in teacher recruitment, highlighting the efforts of the Georgetown County School District local teacher forum.

Comments From Teacher Forum Conferences

"I learned more about the National Board for Professional Teaching Standards (NBPTS) and personality types. Also, I got a better awareness of the big responsibility I have as a district leader."

"I have learned about the different behaviors of people. Also, I feel that my voice counts."

"I was enlightened by the information presented about NBPTS."

" I enjoyed meeting people, sharing ideas, and an opportunity to find out what is happening in other districts."

"I learned how to start a local forum and how other district teachers of the year are selected."

"I enjoyed hearing Terry Dozier."

LOCAL TEACHER FORUMS

Aiken County

Berkeley County

Charleston County

Chesterfield County

Clarendon District 2

Dorchester District 2

Georgetown County

District 5 of Lexington and Richland Counties

Newberry County

Oconee County

Pee Dee Regional

Richland One

Rock Hill

Sumter 17

Job Bank

Mission: The purpose of the Teacher Job Bank is to provide the public school districts of South Carolina with qualified teaching applicants when needed; to facilitate teachers in their search for positions within the public school districts; and to help meet the need for teachers in South Carolina's critical need areas, both subject and geographic.

The Center began to develop its Teacher Job Bank during the 1987-88 school year after it received frequent inquiries from in-state and out-of-state teachers seeking job placement services. Similar inquiries were received from school district administrators and principals looking for teachers in hard-to-find certification areas. In the beginning the Job Bank service was a modest effort to trade information between districts and teachers who contacted the Center asking about available openings or personnel.

Month	1989	1990	1991	1992	1993
January	313	522	408	610	436
February	353	442	375	485	455
March	179	346	541	733	555
April	347	505	2696	2088	2040
May	818	746	1021	1572	1429
June	452	577	904	1199	1053
July	376	487	897	844	
August	360	471	661	676	
September	473	210	343	404	
October	262	224	328	299	
November	139	228	287	320	
December	119	158	255	239	
TOTAL	4,191	4,916	8,716	9,469	

Job Bank Mail and Telephone Inquiries — A 5-Year Comparison

In the spring of 1986-87, the Center began advertising in several state daily newspapers, inviting teachers to list their availability for openings. The strong demand prompted the Center to seek funds to purchase computer hardware and software to manage the data more efficiently and to add a staff member to oversee the Bank and to provide a prompt response time. This funding request was approved and the necessary monies were included in the Center's 1987-88 budget. The Job Bank became fully operational in April 1988.

The Job Bank is supported by the State Department of Education's teacher certification office which sends a notice of the service to all individuals seeking initial teacher certification in South Carolina. The Center also publishes weekly classified ads in the Greenville, Columbia, and Charleston newspapers. Thousands of teachers across the nation who receive information about the annual South Carolina EXPO for Teacher Recruitment also receive an invitation to list in the SCCTR Job Bank.

During fiscal year 1992-93, more than 2,000 teachers listed with the Job Bank. Another 6,700 additional teachers requested job listings without formally enrolling in the Job Bank. Almost 1100 job openings were listed by school districts during FY 92-93. Seventy of the ninety-one school districts and several special schools used the service to list openings or to obtain the names of available teachers.

In 1989 the Center contracted with Blackwater Associates of Columbia to conduct an informal survey of school districts to determine the effectiveness of the Job Bank and to recommend improvements. The report found that the "use of the Job Bank is accepted among a majority of district personnel administrators in the state," but concluded that the use of the Job Bank varied widely from district to district, based on each district's severity of need and its willingness to develop a comprehensive program of teacher recruitment. The current usage of the Job Bank continues to validate these findings.

The study noted that a minority of districts choose to list most or all of their job vacancies in the Job Bank, while a majority of districts limit their listings to the most hard-to-find certification areas (e.g., special education, foreign language). The Job Bank was most useful when it brought teachers in hard-to-find certification areas into contact with these districts. This happened most frequently with out-of-state teachers, who sought out the Job Bank early in their job searches.

It was clear from the Blackwater report and from SCCTR's regular contact with school personnel administrators that the Job Bank would be most effective if it increased its listings in the critical subject areas. Mailings were also sent directly to out-of-state students expected to become certified in critical need subject areas. Approximately 750 teachers from 41 states and two foreign countries attended the fifth annual EXPO where Job Bank applications were distributed. Many teachers listed their names with the Job Bank as a result of the EXPO job fair. These efforts resulted in an increase in in-state and out-of-state listings in both critical and non-critical areas.

SCCTR implemented a national WATS line in 1990 which makes it easy for out-of-state teachers to make initial contact with the Center. This WATS line number is included in the South Carolina EXPO brochures, more than 45,000 of which are distributed to colleges across the United States. The WATS number was also included in national classified ads in the *Boston Globe, Chicago Tribune, New York Times, Washington Post, Miami Herald, Atlanta Constitution*, and newspapers in Birmingham, Alabama; Jackson, Mississippi; Columbia, South Carolina; Richmond, Virginia; Louisville, Kentucky; Charlotte, North Carolina; Memphis, Tennessee; Charleston, West Virginia; Hartford, Connecticut, Portland, Maine; Detroit, Michigan; Manchester, New Hampshire; Cleveland, Ohio; Buffalo, New York; and Philadelphia, Pennsylvania.

Job Bank Statistics 1992-93
Mail and Telephone Inquiries

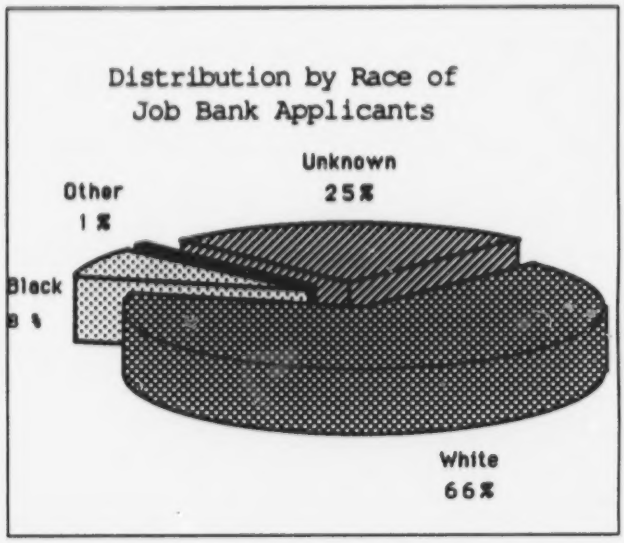
Month/Year	Total	Out-of-State	CNCP	EXPO
Jul-92	844	390	15	–
Aug-92	676	270	16	–
Sep-92	404	151	16	–
Oct-92	299	113	9	–
Nov-92	320	111	8	–
Dec-92	239	75	10	–
Jan-93	436	200	19	5
Feb-93	455	201	21	3
Mar-93	555	302	12	52
Apr-93	2040	1662	15	1389
May-93	1429	956	27	648
Jun-93	1053	495	18	67
Total	**8,749**	**4,926**	**186**	**2,097**

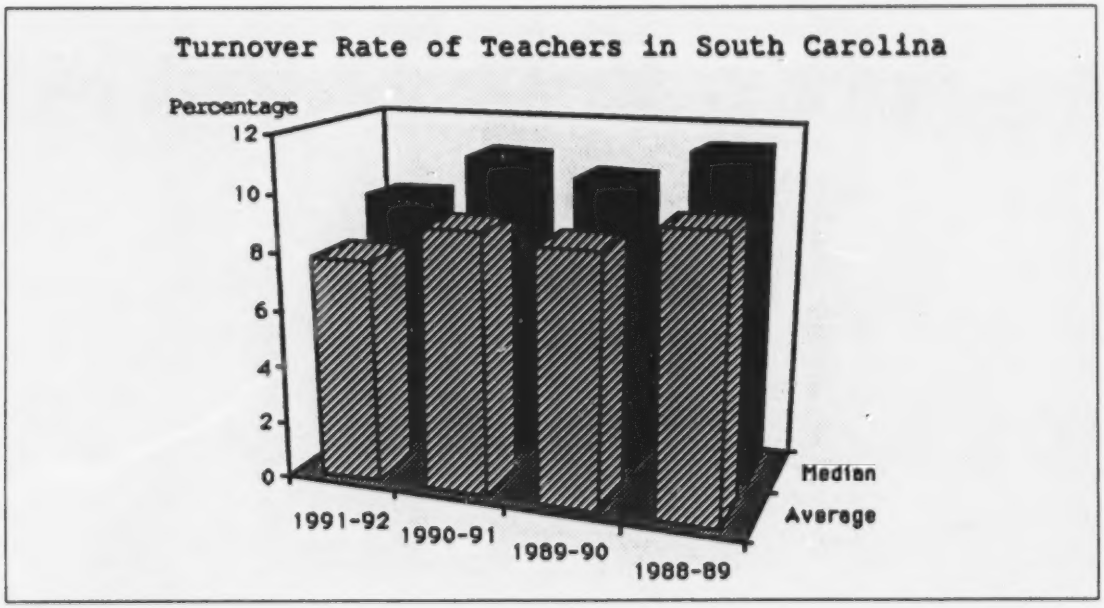
The Job Bank helps the school districts of South Carolina meet their immediate needs for teachers in critical need subject areas. Job Bank application packets are distributed free of charge to any individual, school, or organization requesting them; and include information about South Carolina's teaching shortages as well as surpluses. Also included is the current South Carolina Teaching Vacancies List, published on the first and fifteenth of each month.

The Teacher Job Bank is often a first contact for a teacher in a much-needed subject area. The Job Bank gives some basic information about South Carolina certification, and directs the teacher to the proper sources for more details. It also provides names, addresses, and phone numbers for all ninety-one districts' personnel contacts.

The Teacher Job Bank helps small rural districts by providing them access to the many teaching candidates listed on the Job Bank. Some teachers specify on their application a preference to work in a rural area.

The Job Bank will become increasingly important as we assist former Teacher Cadets and ProTeam students find jobs in South Carolina. The Job Bank application has recently been revised to request information about involvement in the Teacher Cadet Program. This information will help us track availability and placement of former Teacher Cadets.





South Carolina EXPO for Teacher Recruitment

Mission: The purpose of the South Carolina EXPO for Teacher Recruitment is to match teachers seeking positions with school districts seeking teachers.

The South Carolina EXPO for Teacher Recruitment focuses on meeting South Carolina's short-term recruitment needs, rather than long-term needs as do the Teacher Cadet and ProTeam programs sponsored by the Center. Since South Carolina is currently providing only about 50-55 percent of its own teachers, this effort is an important one. The Center invested its staff time and financial commitment in support of South Carolina's fifth annual national teacher recruitment fair. SCCTR will continue this practice in 1994.

The fifth annual job fair, known as the South Carolina EXPO for Teacher Recruitment, was held in Charleston June 14-16, 1993. The EXPO was co-sponsored by SCCTR, the South Carolina Association of School Personnel Administrators, and the State Department of Education's Office of Teacher Certification. Janice Poda was the co-chair of the 1992-93 EXPO steering committee with Gwen Smith of Jasper County School District. Members of the committee were: Shirley Holland, Beth Purvis, Dawn Busa, Tommy Burbage, Dick Thompson, Jim Turner, Mattie Dillon, Susan Ramsey Johnson, Erin Hardwick, Don Beers, Alisa Moseley, Naomi Dreher, Pat Buckner, and Al Eads. Brenda Williams of 501 Productions served as a consultant.

The Center assumed responsibility for all state and national publicity, including media contacts, answering over 3,000 mail and telephone inquiries, and developing and distributing posters and 50,000 brochures promoting the EXPO. During the EXPO itself, SCCTR staff members sponsored an on-site booth where teachers could sign up for the SCCTR Teacher Job Bank. Staff members provided general staff support for the conference and on-site registration; recruited Teacher Cadets to assist; and published an EXPO Teaching Vacancies list, utilizing the Center's Job Bank computer. A list of all applicants who registered for the EXPO was made available to personnel directors before they left the event.

	1993	1992	1991	1990	1989
Number of Districts Participating	52	55	64	59	49
Number of Applicants	791	1,119	848	371	282

Fifty-two South Carolina school districts took part in the EXPO, which attracted over 750 teachers from 41 states and two foreign counties. Over 850 teachers actually registered and received materials about the EXPO and the Center. An evaluation by participating school districts gave this year's EXPO the highest marks ever.

Participation Rates of School Districts

Five out of five - 35 districts (38%)
Four out of five - 16 districts (18%)
Three out of five - 4 districts (4%)
Two out of five - 9 districts (10%)
One out of five - 10 districts (11%)
Never participated - 17 districts (19%)

Phone Responses to Newspaper Ads

Week of Arpil 4-9, 1993

Day	1992	1993
Sunday	107	105
Monday	388	484
Tuesday	255	246
Wednesday	125	112
Thursday	101	81
Friday	61	62
Total	**1037**	**1090**

Week of May 2-7, 1993

Day	1992	1993
Sunday	40	27
Monday	224	150
Tuesday	136	77
Wednesday	111	43
Thursday	48	34
Friday	58	13
Total	**617**	**344**

Newspapers Used and Responses byLocation - Week of April 4-9, 1993

Hartford, CT	64
Portland, ME	19
Detroit, MI	45
Manchester, NH	34
Cleveland, OH	46
Providence, RI	108
Chicago, IL	18
Boston, MA	111
New York, NY	146
Buffalo, NY	101
Philadelphia, PA	112

Newspapers Used and Responses by Location - Week of May 2-7, 1993

Birmingham, AL	9
Atlanta, GA	30
Jackson, MS	10
Columbia, SC	14
Richmond, VA	11
Washington, DC	43
Miami, FL	28
Louisville, KY	16
Charlotte, NC	10
Memphis, TN	8
Charleston, WV	14

Advertising and Marketing

Mission: The purpose of the Advertising and Marketing campaign produced by the South Carolina Center for Teacher Recruitment is to create an attractive and realistic picture of teaching in South Carolina.

When the Center was first started, with the assistance of Semaphore Inc., a Columbia advertising agency, and Blackwater Associates, a Columbia marketing research and public opinion surveying firm, the Center developed a research-based advertising and marketing program.

The need to improve the academic quality of the teacher supply pool is of prime concern in developing marketing strategies for all the Center's target audiences. Teaching is presented as a challenging occupation, where creative and quick-witted people will find job satisfaction. All advertising is sensitive to the particular need to recruit black and male teachers.

Research suggests that a "good teacher" is not only academically well prepared and qualified but is an individual who feels some call to public service, some desire to work with children, and some need to nurture or instruct. A good teacher must also be able to discipline children and survive in the very active environment of a public school.

In an effort to present the teaching profession honestly and to attract teachers with the "right stuff," the Center recognizes the need to show some of the "warts" of the profession as well as the "perks" -- much as the Peace Corps does in its "toughest job you'll ever love" campaign.

The Center also recognizes the need to counteract the prevailing attitude among many young people that teaching is a low-status job. The Center's distinctively styled logo and the design of its printed and audio-visual materials project a first class, professional image that is in keeping with the need to upgrade the image of teaching.

The Center's marketing program is keyed to a toll-free teaching careers hotline, where individuals can obtain information about a variety of teacher training options and receive counseling from the Center staff. The Center uses brochures, newspaper advertising, press releases, and personal appearances to market the availability of the hotline service. A number of Center fliers and brochures describe various teacher training options, provide college contacts, and explain certification requirements. The Center also provides information that promotes the state's Teacher Loan Program, the Governor's Teaching Loan Scholarship, the Paul Douglas Congressional Teaching Scholarship, and the Critical Needs Certification Program.

The Center's Job Bank Teaching Vacancy list is published monthly in the State Department of Education's monthly newspaper, *Quest*, which is distributed to all public school teachers and admin-

istrators, a readership of 45,000, throughout the state.

In brief, the Center's target audiences include middle school students, high school students, college students, and adults. In each of these recruitment categories, the emphasis is on recruiting individuals with sufficient academic and interpersonal skills to survive the state's rigorous certification process and to make good teachers.

As was the case during previous years, newspaper advertising figured most prominently in the Center's 1992-93 marketing efforts. The Center ran a weekly Sunday classified ad in the state's three largest dailies promoting the Teacher Job Bank and did additional advertising out-of-state.

The EXPO campaign, aimed at attracting out-of-state teachers, has produced about 2000 inquiries annually from teachers throughout the U.S. Again this year, a comprehensive registration packet giving detailed information about EXPO and Charleston was developed by Center staff and provided for applicants. The package also included information about South Carolina and an invitation to call the Center and discuss particular areas of opportunity in the state.

With the downsizing of the military, the Center was contacted by the Pentagon and asked to assist retiring military with information about teaching careers. The packets of information were sent to almost 200 retiring members of the Armed Forces who had expressed an interest in teaching in South Carolina. The response was significant and the Pentagon responded by asking for packets to put in every U.S. military base in the world.

The Center's written materials have become valuable tools in assisting other states that are interested in starting teacher recruitment programs. In addition to the written material, the Center is also in the process of developing a video tape to assist out-of-state contacts with recruiting students for the Teacher Cadet Program. A video tape describing the ProTeam Program is also being developed in cooperation with the South Carolina ETV network.

Teacher in Residence

Mission: The purpose of the Teacher in Residence Program is to identify outstanding teachers and provide them with a fellowship to work in teacher recruitment for the Center, to develop teacher leadership, and to provide support for recruitment programs.

The Center began offering a fellowship to a "teacher in residence" during it first full academic year of operation in 1986-87. Barbara Deery, a teacher and counselor at Richland Northeast High School, was selected from a group of outstanding applicants for the position. Ms. Deery took leave from her school district, and the Center provided her district with monies to cover her salary and fringes. Ms. Deery took primary responsibility for on-site support of the Center's Teacher Cadet sites and helped coordinate Teacher Cadet teacher training.

The Center's Teacher in Residence Program has become the model for numerous other agencies and organizations. An article on the Teacher in Residence Program was published in the March 1993 issue of *Educational Leadership*.

During 1992-93, seven teachers in residence worked with the various Center programs. The ProTeam Program was staffed by Teacher in Residence, Malinda Taylor, a middle school teacher originally from Georgetown County who taught one of the pilot ProTeam classes. Ms. Taylor joined the Center in 1990-91 and returned to the classroom at E. L. Wright Middle School in Richland Two at the end of the 1992-93 school year. Jackie Stanley, Minority Recruitment Coordinator, a middle school teacher from North Myrtle Beach in Horry County and a 1987 honor roll teacher in the State Teacher of the Year selection process also assisted with the ProTeam Program. At the end of the 1992-93 school year, Mrs. Stanley returned to North Myrtle Beach Middle School as an assistant principal. A new Teacher in Residence was added to the Center staff to assist with the ProTeam Program in 1992-93 — Cleo Richardson. Mr. Richardson, a social studies teacher and coach from Marion High School, was Marion One School District's Teacher of the Year in 1991. He has served as a member of the Teacher Forum Leadership Council for the last two years.

ProTeam Teachers in Residence made presentations or served as facilitators in numerous activities dealing with minority recruitment and other professional issues which have included, during 1992-93, diversity of the work force, diversity in the classroom, empowering teachers and students through positive self-esteem, multicultural sensitivity, and teaching as a profession. The audiences included pre-service education majors, undeclared college students, critical teaching needs graduates, educators of all levels, personnel administrators. and district minority recruitment committees.

A sabbatical for the state teacher of the year was added during 1991-92. Dodie Magill, 1993 South Carolina Teacher of the Year, joined the Center staff in January 1993. Mrs. Magill is a kindergarten teacher from Pelham Road Elementary School in Greenville County. As State Teacher of the Year,

She travels across the state as an ambassador for the teaching profession. She serves on numerous committees and is often asked to assist policy makers with laws and regulations affecting teachers. Mr.s. Magill was instrumental in the passage of the Early Childhood Education Assistance Act during the 1993 legislative session.

Her plans for the next year include celebrating the twenty-fifth anniversary of kindergarten in South Carolina and promoting five-year old kindergarten programs. In addition to her duties as chair of the South Carolina Teacher Forum, she will spend time assisting Terry Dozier with developing a National Teacher Forum for all the State Teachers of the Year. Because of a change in the selection date for the State Teacher of the Year, she will remain a member of the Center staff until June 1994. The 1991 South Carolina Teacher of the Year, Nancy Townsend, served as a Teacher in Residence until January 1992 at which time she was replaced by the 1992 State Teacher of the Year, Jeanne Sink. Jeanne served until January 1993.

The 1992-93 Teacher Cadet Program was staffed by English and Teacher Cadet teacher, Rose Etta Schumacher. Mrs. Schumacher is from Chesterfield High School and joined the Center staff in 1991-92. She will continue as a Teacher in Residence and Teacher Cadet Specialist in 1993-94. Beth Havens, an English and Teacher Cadet teacher from North Myrtle Beach High School, also served as a Teacher in Residence with the Teacher Cadet Program. Joining the staff in 1992-93, Beth returned to the classroom at North Myrtle Beach Middle School the end of the 1992-93 school year. Carol Smith, an education professor at USC-Spartanburg, served as a part-time Teacher in Residence. She will serve as the Center's first ever Professor in Residence during 1993-94.

Serving his first year as a Teacher in Residence was David Norton, science teacher and coach at Fort Mill High School. He will continue as the College HelpLine specialist and Teacher in Residence in 1993-94.

During the 1991-92 school year, the Center utilized five full-time and two part-time Teachers in Residence: Teacher Cadet and English teacher Barbara Thomson from Richland Northeast High School in Richland 2; Maria Pyles, 1990 South Carolina Teacher of the Year and social studies teacher at Greenwood High School; Lena Danner, a retired Teacher Cadet and English teacher from Eau Claire High School in Columbia; Rose Etta Schumacher, an English teacher from Chesterfield County; Malinda Taylor, ProTeam and middle school teacher at Pleasant Hill Middle School in Georgetown County; Jackie Stanley, 1987 State honor roll teacher from Horry County; and Carol Smith, USC-S professor.

In addition to Minority Recruitment Coordinator, Jackie Stanley, four Teachers in Residence were members of the Center staff in 1990-91 – Wilson High School social studies teacher Linda Weldon Payne, who taught a pilot Teacher Cadet class in 1986; Barbara Thomson; Maria Pyles; and Malinda Taylor. Betsy Dyches, who served for two years as a Teacher Cadet TIR, joined the Center full time in October 1989 as SCCTR's first Teacher Cadet Program Coordinator. Mrs. Dyches left the Center in August of 1991 to become the language arts coordinator for District Five of Lexington and Richland Counties.

1992-93 ProTeam Sites

(New schools for 1993-94 are in bold)

Middle Schools	School Districts
A.L. Corbett Middle School	Aiken County
Alcorn Middle School	Richland District One
Allendale-Fairfax Middle School	Allendale County
Bates Middle School	**Sumter District 17**
Bell Street Middle School	Laurens District Fiftysix
Bishopville Jr. High School	Lee County
Bowman High School	Orangeburg District Two
Carver-Edisto Middle School	Orangeburg District Four
C.E. Williams Middle School	Charleston County
Chavis Middle School	Williamsburg County
Choppee Middle School	Georgetown County
Colleton Middle School	Colleton County
Conway Middle School	Horry County
Courtenay Middle School	Charleston County
Cowpens Junior High School	Spartanburg District Three
Denmark-Olar Middle School	Bamberg District Two
East Clarendon Middle School	Clarendon District Three
Ebenezer Jr. High School	Sumter District Two
E.L. Wright Middle School	**Richland District Two**
Estill Middle School	Hampton District Two
Fairfield Middle School	Fairfield County
Guinyard-Butler Middle School	Barnwell District 45
Holly Hill Middle School	Orangeburg District 3
JB Beck Middle School	Georgetown County
Johnakin Junior High School	Marion District One
Johnson Middle School	Florence District Four
Johnston-Edgefield-TrentonMidddle	**Edgefield County**
J.V. Martin Jr. High School	Dillon District Two
Kingstree Jr. High School	Williamsburg County
Lady's Island Middle School	Beaufort County
Latta Middle School	**Dillon District Three**
McCants Middle School	Anderson District Five
McClellanville Middle School	Charleston County

Middle Schools

Merriwether Elementary School
Mid-Carolina High School
Newberry Middle School
North District Middle School
North Myrtle Beach Middle School
Pageland Middle School
Pleasant Hill Middle School
Robert E. Howard Middle School
Robert Smalls Middle School
Rosemary Middle School
Southwood Middle School
Sullivan Middle School
Terrell's Bay High
Waccamaw Elementary School
WA Perry Middle School
Whittemore Park Middle School
William J. Clark Middle School
Williams Middle School

School Districts

Edgefield County
Newberry County
Newberry County
Hampton District One
Horry County
Chesterfield County
Georgetown County
Orangeburg District Five
Beaufort County
Georgetown County
Anderson District Five
Rock Hill District Three
Marion District Three
Georgetown County
Richland District One
Horry County
Orangeburg District Five
Florence District One

1992-93 Teacher Cadet Sites

(New schools for 1993-94 are in boldface)

SCHOOLS	DISTRICTS
Aiken High	Aiken County
Airport High	Lexington District 2
Allendale-Fairfax High	Allendale County
Andrews High	**Georgetown County**
Aynor High	**Horry County**
Baptist Hill High	Charleston County
Barnwell High	Barnwell District 45
Batesburg-Leesville High	Lexington District 3
Beaufort High	Beaufort County
Belton-Honea Path High	**Anderson District 2**
Berkeley High	Berkeley County
Bishopville High	Lee County
Blackville-Hilda High	Barnwell District 13
Blue Ridge High	Greenville County
Boiling Springs High	Spartanburg District 2
Brookland-Cayce High	Lexington 2
Broome High	Spartanburg District 3
Burke High	Charleston County
Byrnes High (James F.)	Spartanburg District 5
Central High	Chesterfield County
Chapin High	Lexington District 5
Chapman High	Spartanburg District
Cheraw High	Chesterfield County
Chesnee High	Spartanburg District 2
Chester High	Chester County
Chesterfield High	Chesterfield County
Choppee High	Georgetown County
Clover High	York District 2
Columbia High	Richland District 1
Conway High	Horry County
Denmark-Olar High	Bamberg District 2
Dillon High	Dillon District 2
Dorman High	Spartanburg District 6

SCHOOLS	DISTRICTS
Dreher High	Richland District 1
Easley High	Pickens County
East Clarendon High	**Clarendon District 3**
Eastside High	Greenville County
Eau Claire High	Richland District 1
Edisto High	Orangeburg District 4
Estill High	Hampton District 2
Fairfield Central High	Fairfield County
Flora High	Richland District 1
Fort Mill High	York District 4
Furman High (Sumter AC)	Sumter District 2
Gaffney Sr. High	**Cherokee County**
Georgetown High	Georgetown County
Gilbert High	Lexington District 1
Golden Strip Career Ctr.	**Greenville County**
Goose Creek High	Berkeley County
Green Sea Floyds High	Horry County
Greenville High	Greenville County
Greenwood High	Greenwood County
Greer High	Greenville County
Hanahan High	Berkeley County
Hannah-Pamplico High	Florence District 2
Hartsville High	Darlington County
Hemingway High	Williamsburg County
Hillcrest High (Sumter AC)	Sumter District 2
Hillcrest High	**Greenville County**
Irmo High	Lexington District 5
James Island High	Charleston County
Jasper County High	Jasper County
Jones High (Union VC)	Union County
Kingstree High	Williamsburg County
Lake City High	Florence District 3
Landrum High	Spartanburg District 1
Lamar High	Darlington County
Lancaster High	Lancaster County
Latta High	**Dillon County**
Laurens High	**Laurens County 55**
Lexington High	Lexington District 1
Lincoln High	Charleston County
Lockhart High (UCVC)	Union County

SCHOOLS	DISTRICTS
Loris High	Horry County
Lower Richland High	Richland District 1
Lugoff-Elgin High	**Kershaw County**
Mann High	Greenville County
Manning High	Clarendon District 2
Marion High	Marion District 1
Marlboro High	Marlboro County
Mayewood High (SAC)	Sumter District 2
Mayo High	Darlington County
McCormick High	McCormick County
Mid Carolina High	Newberry County
Middleton High	Charleston County
Midland Valley High	Aiken County
Mullins High	Marion District 2
Myrtle Beach High	Horry County
Newberry High	Newberry County
North Augusta High	Aiken County
North Charleston High	Charleston County
North Myrtle Beach High	Horry County
Northwestern High	York District 3
Orangeburg-Wilkinson	Orangeburg District 5
Palmetto High	Anderson District 1
Pelion High	**Lexington County**
Pickens High	Pickens County
Pleasant Hill	Georgetown County
Richland Northeast High	Richland District 2
Riverside High	Greenville County
Rock Hill High	York District 3
Ruffin High	Colleton County
St. Andrews High	Charleston County
St. George High	Dorchester District 4
St. John's High - St. Johns	Charleston County
St. John's High -Darlington	Darlington County
Saluda High	Saluda County
Silver Bluff High	Aiken County
Socastee High	Horry County
South Aiken High	Aiken County
South Florence High	Florence District 1
Southside High	**Greenville County**
Spartanburg High	Spartanburg District 7
Spring Valley High	Richland District 2

SCHOOLS	DISTRICTS
Stall High (R.B.)	Charleston County
Stratford High	Berkeley County
Strom Thurmond High	Edgefield County
Summerville High	Dorchester District 2
Sumter High	Sumter District 17
Sumter Academic Center	Sumter District 2
Swansea High	Lexington District 4
Terrell's Bay High	Marion District 3
Travelers Rest High	Greenville County
Union High - (UCVC)	Union County
Union County Voc. Center	Union County
Waccamaw High	Georgetown County
Wade Hampton High	Hampton District 1
Walhalla High	Oconee County
Walterboro High	Colleton County
Wando High	Charleston County
West Florence High	Florence District 1
Westside High	Anderson District 5
Wilson High	Florence District 1
Wren High	Anderson District 1
York Comprehensive	York District 1

SUMMARY

	High Schools	College Partners
1986-87	28	15
1987-88	54	18
1988-89	74	18
1989-90	99	19
1990-91	113	20
1991-92	121	19
1992-93	122	19

S.C. Center for Teacher Recruitment
Year End Financial Report
Fiscal Year 1992-93

Budget Categories	Total Budget for Year	Total Expended Funds	Total Remaining Funds	Percentage Remaining
Salaries	$214,473.00	$214,007.09	$465.91	0.22%
Office Support	$55,910.00	$56,050.08	($140.08)	-0.25%
Staff and Director Travel	$16,350.00	$16,629.99	($279.99)	-1.71%
Policy Board/Task Force	$5,700.00	$4,932.94	$767.06	13.46%
WATS Line Counseling	$11,000.00	$10,807.28	$192.72	1.75%
Teacher Forum	$12,850.00	$12,679.12	$170.88	1.33%
Recruitment Fair - EXPO	$10,000.00	$9,995.02	$4.98	0.05%
Teacher Job Bank	$9,200.00	$6,768.75	$2,431.25	26.43%
Marketing & Research	$3,000.00	$3,000.00	$0.00	0.00%
Teacher Cadet Program	$234,713.00	$234,399.73	$313.27	0.13%
ProTeam Program	$185,589.00	$189,473.01	($3,884.01)	-2.09%
Minority Recruitment	$725.00	$795.80	($70.80)	-9.77%
College Helpline/ Minority Counseling	$53,314.00	$53,355.63	($41.63)	-0.08%
State Teacher of the Year Teacher in Residence	$41,772.00	$41,695.11	$76.89	0.18%
Summer Institute	$12,500.00	$12,500.00	$0.00	0.00%
External Evaluation	$4,000.00	$4,237.50	($237.50)	-5.94%
New & Innovative Programs (Black Male Initiative $10,000)	$15,300.00	$15,068.95	$231.05	1.51%
TOTALS	$886,396.00	$886,396.00	$0.00	0.00%

1993-94 Budget
South Carolina Center for Teacher Recruitment

	1992-93 Budget	Change	1993-94 Budget
Salaries			
Total	**$214,472**	**$258**	**$214,730**
Office Support			
Canterbury Center facilities	$7,500	$500	$8,000
Regular telephone (Office Only)	$3,000	$0	$3,000
Postage	$8,000	$0	$8,000
Printing/stationery/paper	$7,650	$0	$7,650
Furniture and equipment	$6,000	$0	$6,000
Clipping service	$700	$0	$700
Temporary salaries	$7,760	$0	$7,760
Hourly wages	$4,800	$0	$4,800
Subscriptions, publications, dues	$2,000	($53)	$1,947
Office supplies	$6,500	$0	$6,500
Dual employment	$3,000	$0	$3,000
Total	**$56,910**	**$447**	**$57,357**
Staff and Director Travel			
Out-of-state	$2,850	$0	$2,850
In-state travel and conferences	$12,500	$1,650	$14,150
Total	**$15,350**	**$1,650**	**$17,000**
Policy Board/Task Force			
Policy Board expenses	$3,200	$0	$3,200
Task Force expenses	$2,500	$0	$2,500
Total	**$5,700**	**$0**	**$5,700**
Teacher Forum			
Program activities for 70 members (food, travel - 2 sessions)	$8,500	$0	$8,500
Steering Committee	$3,000	$0	$3,000
Printing, Mailing, Video costs	$1,350	$0	$1,350
TIR salary plus fringes	$34,772	$7,589	$42,361
Travel	$7,000	($500)	$6,500
Telephone	$0	$1,000	$1,000
Total	**$54,622**	**$8,089**	**$62,711**

	1992-93 Budget	Change	1993-94 Budget
Teacher Job Bank			
Mailing, printing, advertising	$10,500	($3,500)	$7,000
Out-of-state classifieds	$2,200	($700)	$1,500
Share of Expo support	$10,000	$0	$10,000
Wats line service	$7,500	$0	$7,500
Total	**$30,200**	**($4,200)**	**$26,000**
Teacher Cadet Program			
Teacher in Residence-Carol	$0	$36,459	$36,459
Teacher in Residence-Rose Etta	$41,239	$1,031	$42,270
Teacher in Residence-Virginia	$35,774	$8,363	$44,137
Teacher Cadet Consultants	$2,200	($2,200)	$0
Travel for TIRs	$15,000	$0	$15,000
College Grants	$54,000	$2,000	$56,000
High School Grants	$32,500	$3,750	$36,250
Cadet teacher training	$23,500	$0	$23,500
Regular Phone	$2,500	$500	$3,000
Curriculum materials/supplies/printing	$8,000	$0	$8,000
Cadet student conference	$7,500	$0	$7,500
Research - Teacher Cadet Program	$12,500	$0	$12,500
Total	**$234,713**	**$49,903**	**$284,616**
ProTeam Program			
Teacher in Residence-Cleo	$38,311	$958	$39,269
Teacher in Residence-Berneice	$38,311	$958	$39,269
Teacher in Residence	$37,971	($37,971)	$0
Travel for TIRs	$22,500	($11,000)	$11,500
Middle school grants	$7,500	$3,375	$10,875
ProTeam Teacher Training	$15,000	$0	$15,000
Regular Phone	$2,500	($500)	$2,000
Curriculum materials/supplies/printing	$6,000	$0	$6,000
Regional student conferences	$6,000	$1,500	$7,500
Research - ProTeam Program	$7,000	$0	$7,000
Total	**$181,093**	**($42,680)**	**$138,413**

	1992-93 Budget	Change	1993-94 Budget
Minority Recruitment Partnership			
Partnership activities	$3,000	($1,600)	$1,400
Minority Recruitment Partnership	$125	$0	$125
Minority Partnership Newsletter	$600	$0	$600
Total	**$3,725**	**($1,600)**	**$2,125**
College Helpline/Minority Counseling			
Teacher in Residence	$35,814	$430	$36,244
Travel for TIR	$6,000	$500	$6,500
Program support (telephone, mailing, etc.)	$2,000	($1,000)	$1,000
Student Services	$4,000	$0	$4,000
Evaluation - College Helpline	$4,000	($4,000)	$0
Regular Telephone	$1,500	($500)	$1,000
Total	**$53,314**	**($4,570)**	**$48,744**
Summer Institute			
Teaching Careers Institute	$15,000	($2,500)	$12,500
Crossroads Institute	$10,000	$2,500	$12,500
Total	**$25,000**	**$0**	**$25,000**
Evaluation			
Evaluation including travel expenses	$2,750	($2,750)	$0
Total	**$2,750**	**($2,750)**	**$0**
Evaluation, Program Implementation, & New Program Initiatives			
Program support	$8,547	($4,547)	$4,000
Total	**$8,547**	**($4,547)**	**$4,000**
TOTAL REVENUE	**$886,396**	**$0**	**$886,396**

FOOTNOTES

1 Salaries: Actual salaries with no increases. Amount differs due to change of employees in 92-93.

2 Canterbury Center Facilities: Additional money reflects a rent increase.

3 In-State Travel and Conferences: This increase is due to additional program activities.

4 Teacher in Residence Salaries: Salaries are projected using a 2.5% increase. Several 93-94 TIR's have substantially higher salaries than 92-93 TIR's. Difference is also due to number of TIR's in individual programs.

5 Teacher in Residence Travel: This decrease is due to the regional model being implemented which will involve less travel for most TIR's.

6 Teacher Cadet Consultants: Consultants won't be needed as there is an additional Teacher Cadet TIR's.

7 Grants: Increase is due to additional college, high school and middle school participation in center's programs.

8 ProTeam Student Conference: Increased middle school participation allows for increase in budgeted amount.

9 Minority Recruitment Partnership Activities: High School Career Days will not be held.

10 Evaluation: Funds are not requested for fiscal year 93-94 since the Center is evaluated once each two years. Funds will be requested for the external evaluation in fiscal year 94-95.

For More Information:

Dr. Janice H. Poda, Director
South Carolina Center for Teacher Recruitment
Canterbury House
Rock Hill, South Carolina 29733
(803) 323-4032
(800) 476-2387
(803) 323-4044 (FAX)

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